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ABSTRACT

A six-phase inservice plan based on a cybernetic, modified operations research model was used and evaluated in elementary and secondary schools. The cybernetic planning loop is characterized by adaptation and adoption based on continuous assessment, dissemination, and feedback processes. In phase one, a needs assessment identified planning and implementation needs, participant priorities, and resource persons available to deliver the system. On the basis of this information, it was decided to address four areas with the plan: public schools, a local college of education, community resources and development, and intern training. The second phase consisted of interactive planning and development for each of the program areas by Teacher Corps staff. Phase three was implementation, and phase four was evaluation. The fifth phase marked the institutionalization of the successful processes, such as a community resource guide, a professional development center, a community education component, and mainstreaming inservice. In phase six, the dissemination of information was accomplished through publications, presentations, handbooks, and dissertations. Extensive analysis showed that the program achieved most of the original inservice objectives. Appendices provide copies of the needs assessment instruments, evaluation summaries, levels of participation, and a record of the types of dissemination. (FG)

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AN OPERATIONS RESEARCH APPROACH TO A STAFF DEVELOPMENT/INSERVICE PLAN

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AN OPERATIONS RESEARCH APPROACH TO A STAFF DEVELOPMENT/INSERVICE PLAN

Introduction and Rationale

The Lubbock Public Schools/Texas Tech University Teacher Corps staff development plan, or inservice plan, is based on a cybernetic planning loop, as depicted in Figure 1 on page two. The process consists of six phases: Assessment, Interactive Planning and Development, Implementation, Evaluation, Institutionalization, and Dissemination.

The process, which is based on a modified operations research (OR) approach to inservice, begins with Phase I, Assessment. School staff members were assessed to ascertain their needs in the area of professional development, and resources for delivering inservice were identified. Once staff needs for inservice were identified and resources were noted, inservice programs were planned with constant interaction with all those persons who would be affected by the program--the community, teachers, administrators, central office personnel from the school district, and College of Education professors involved in the project. Plans were altered or modified, depending upon the input received from the various groups taregeted for inservice throughout the second phase, Interactive Planning and Development.

In Phase III, Implementation, the programs developed were put into operation. In Phase IV, Evaluation, programs were subjected to both summative and formative evaluation. The formative evaluation often resulted in further modifications of the inservice program to improve effectiveness; hence, the cybernetic effect of the planning loop is indicated in Figure 1.

Based on the summative evaluations of programs, institutionalization was begun in Phase V, Institutionalization. In addition to formal institutionalization of programs, certain processes, such as the interaction between staff program developers and the persons affected, became models for the school system and were informally adopted. The continuous modification of programs, based on formative evaluation, became a model process which was institutionalized, although the model is difficult to trace because it exemplifies a process, not a product.

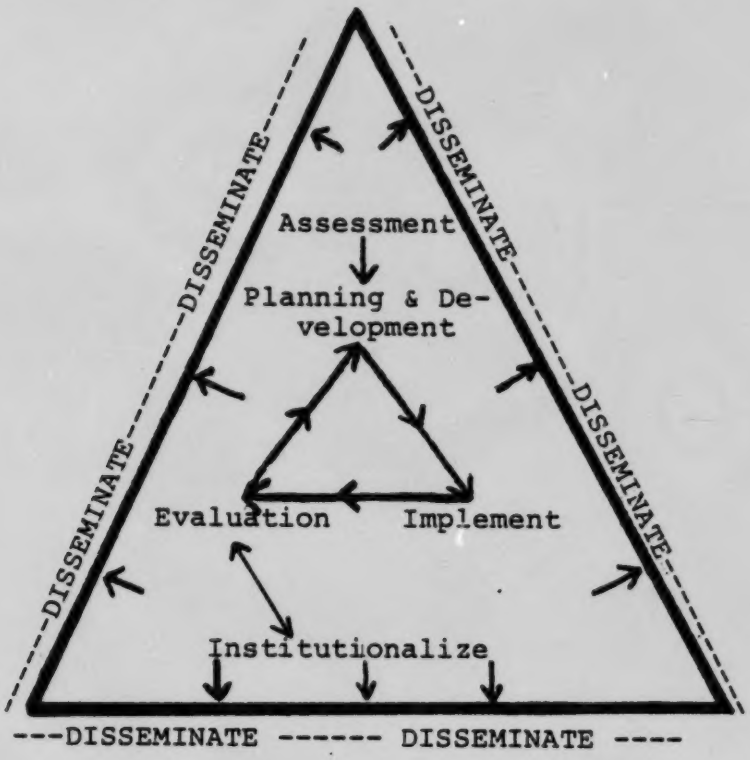


FIGURE 1: Cybernetic Planning Loop for Staff Development

Phase VI, Dissemination, occurred throughout all of the preceding five phases. For example, the assessment process was described and disseminated as soon as the preliminary results were available. Throughout the program, dissemination occurred as soon as results were identifiable, or a new process was delineated.

The inservice planning loop developed represents a modified application of operations research (OR) to development of inservice. As noted by Churchman, Ackoff, and Arnoff (1957), the major phases of an operations research (OR) project, are as follow:

1. Formulating the problem;
2. Constructing a mathematical model to represent the system under study;
3. Deriving a solution from the model;
4. Testing the model and the solution derived from it;
5. Establishing controls over the situation; and,
6. Putting the solution to work: Implementation. (pp. 12-13)

The inservice planning loop developed closely follows the phases of an OR project with two major modifications:

1. While mathematical or statistical data was collected and studied in detail during the assessment and evaluation phases of the project, a mathematical model, per se, was not, as it would be in OR, developed; and,

2. Dissemination was added to the plan to fulfill federal requirements of the Teacher Corps project. Dissemination, although a logical output of an OR model, is not a required one.

Because the inservice planning loop does not contain a mathematical model, as a normal OR project would, one may question the use of OR as the basis for the inservice planning loop. The OR model was chosen while planning to omit the mathematical model because it represented an attempt to base inservice planning on a factual, not a "trendy," or a merely traditional, model of inservicing. Even without development of a mathematical model, the inservice planning loop represented a more quantitative approach to planning inservice than is normally followed in public education institutions. Additionally, there were good reasons for not developing a mathematical model in the case of inservicing, which are related to those noted by Gruber and Niles (1971). As they have reported, OR has often failed in practical

operation because of a communications gap; that is, practitioners could not understand a sophisticated mathematical model. Consequently, practitioners failed to use a broad dimension of planning and management that was avaiable to them. A complex mathematical model was not produced in the process of developing the inservice planning loop to prevent this typical communications gap. The principles of OR, minus a sophisticated mathematical model, could still be valuable to educators in planning inservice; so, a modified OR approach was attempted.

OR has seldom been applied to development of inservice for reasons which closely parellel those causing lack of application in the field of business, as Gruber and Niles (1971) note:

> 1. Operations researchers do not emphasize enough human factors, since these factors are hard to model mathematically;
> 2. The task of explaining and convincing the customer should unconsciously shape the formulation and solution of the problem;
> 3. Management science must become involved in management as a total process;
> 4. Management quite often lacks the confidence to use the result that the operations research group has produced;
> 5. The inertia of management slows down implementation; and,
> 6. Operations research people should realize that management operates in a realtime, crisis environment. (p. 13)

Of the problems in applying OR to educational inservice similar to those mentioned above, lack of human input factors and operation of management (project management in this case) in a realtime, crisis environment are the two which led to a modified application of OR in developing the inservice planning loop. The assessment phase was developed specifically to overcome the lack of human input factors, as was the interactive nature of the planning and development phase. The presence of formative evaluation throughout the implementation phase was planned to ameliorate aspects of the realtime, crisis environment which practicing educators face each day. The interactive planning and development phase also served to explain and convince the "customer," in this case teachers, to participate in the in-servicing offered. Thus, the problem of explaining to and convincing the "customer" to use the results of OR, was incorporated into the model.

Finally, OR was chosen as the basis of the inservice plan developed because the key concepts which permeate the field of OR represent a practical approach to optimization. As Baumol (1961)

notes, "The approach of optimality analysis is to take these alternatives into account and to ask which of these possible sets of decisions will come closest to meeting the...objectives, i.e, which decisions will be best or optimal" (p. 4). OR emphasizes nine key concepts, which are listed by Kast and Rosenzweig (1979) as follow:

1. Emphasis on scientific method;
2. Systematic approach to problem solving;
3. Mathematical model building;
4. Quantification and utilization of mathematical and statistical procedures;
5. Concern with economic-technical rather than psychosoical aspects;
6. Utilization of electronic computers as tools;
7. Emphasis on systems approach;
8. Seeking rational decisions under varying degrees of uncertainty; and,
9. Orientation to normative rather than descriptive models. (p. 87)

With the exception of item three, mathematical model building, and item five, concern with economic-technical aspects rather than psychosocial aspects, the inservice planning model developed uses all of the concepts considered to be common to an OR approach to a problem. The inservice planning loop did emphasize psychosocial factors more than technological ones and no mathematical model was developed. The approach was both normative and descriptive; that is, through use of a survey of the literature concerning the best inservice practices, a normative process for inservice was sought. However, a descriptive model was also used by ascertaining during the assessment phase what teachers perceived to be their needs for professional development, and by the utilization of formative evaluation throughout the implementation of the program.

Phase I: Needs Assessment

Needs assessment consisted essentially of three approaches: Structural Assessment, Participant Assessment, and Resource Assessment. Structural Assessment refers to the normative aspect of inservice; that is, according to the most relevant literature, what are the best practices of inservice? Participant Assessment refers to the perceptions of those who will be affected by inservice; that is, what do they perceive their professional inservice needs to be? Resource Assessment

is the process used to determine what resources are available to conduct inservice to meet the needs of participants.

STRUCTURAL ASSESSEMNT. Effective principles of staff development essentially fall into the operational categories of planning and of implementing professional inservice. Limiting structural assessment to studies which give evidence of quantitative evaluation of inservice, the following constructs were accepted as the philosophical bases of the inservice program.

Planning Principles. The following constructs emerge from the literature as the key concepts related to the planning of inservice:

1. Trainees must participate in project planning and decision making activities (Berman & McLaughlin, 1978; Hutson, 1979; Johnston & Yeakey, 1977; Joyce, 1976; Lawrence, 1974);

2. A developmental model for staff development is superior to a deficit model (Hutson, 1974);

3. Teaching behaviors are impacted by both college based and school based programs of staff development (Hutson, 1979; Lawrence, 1974); and,

4. Staff development activities must be responses to assessed needs (Berman & McLaughlin, 1978; Hutson, 1979; Johnston & Yeakey, 1977; Joyce, 1976; Lawrence, 1974).

Principle One, above, implies that participants in the inservice program will be meaningfully involved; that is, inservice needs will be "bottoms up" rather than decreed from above (McDermott, 1981) will have input into what type of inservice they receive. Principal Two, a developmental model, rather than a deficit model, permeates the entire inservice program developed. The planning of staff development activities specific to the needs of participants is reflected both in the group processes used throughout the program and through the formal assessment used initially. Principle Four, impact by both college and school based programs, logically leads to Resource Assessment. Human or material resources most likely to be well-received by participants should be used by the inservice program. Resource Assessment necessarily includes not only identification of highly skilled resources, but also an effective pairing of resources with an audience that will be receptive to that particular input.

Hutson (1979), in particular, has noted that human resources must be especially competent to be effective in inservice training.

Implementation Principles. From the literature, the following five principles were chosen as guides in implementation of the inservice program:

1. Training should be on-going, skill specific and role specific (Hutson, 1979; Johnston & Leakey, 1977; McLaughlin, 1978);

2. Trainee observation of models, interaction in problem solving situations, and skill application must be used to complement training presentations (Hutson, 1979; Lawrence, 1974; McLaughlin & Marsh, 1978);

3. Individualized or personalized training activities are preferred and tend to be more effective in objective attainment than whole group training (Berman & McLaughlin, 1978; Hutson, 1979; Lawrence, 1974);

4. Competent local resource persons with high availability contribute to the specificity, timeliness, and relevance of training (Berman & McLaughlin, 1978; Hutson, 1979; Joyce, 1976; Lawrence, 1974; McLaughlin & Marsh, 1978); and,

5. Participation in the training by the immediate administration is vital (Berman & McLaughlin, 1978; Johnston & Yeakey, 1977; Lawrence, 1974).

The first principle, on-going, skill specific, role specific training, suggests that a cluster of skills have been identified and can be incorporated into a developmental plan. This plan is not invoked in a vacuum; rather, skills are best learned when application is possible. And application is best possible when the skills conferred directly relate to the job requirements of the participants.

The second principle, participant observation of models and skill application, determines the methods of skill transfer and reinforcement. The third principle, individualization, essentially was the primary determinant of the type of program developed. The inservice planning loop was designed to accomodate differences in content, scope, pacing and learning styles of participants were prime considerations in developing the program.

The fourth principle, use of local resources, was implemented throughout the program. The fifth principle, administrator participation in the program, was also used. Since some participants fear administrators will use experiences with participants during inservice sessions as a criteria for future evaluation of participants, administrators were often used in single presentations on an area in which they had specific expertise, rather than as co-participants with teachers. (Separate provision was made for supervisors who wished to experience the entire inservice program in the form of "executive sessions.") The use of local resource persons made possible an additional dimension of coaching, assistance and re-direction that could not occur if only resources outside the geographical area were used.

Thus, the structural assessment led to an individualized program for inservice based on the voluntary participation of teachers within the system. Multiple options were made available to all potential participants, based upon participant assessment. Within the various options made available to participants, the programs were further tailored or personalized based on participants' formative evaluations of the program in which they were participating and upon their verbal input through the group structures organized in the process of delivering an inservice program.

PARTICIPANT ASSESSMENT. After reviewing the literature on teacher assessment, a double columned instrument was selected. The possible assessment instruments which could have been used by the project were submitted to a committee at each school site composed of teachers, administrators, community residents and Teacher Corps staff developers. The committee selected the final instrument and suggested further modifications. Thus, the participants had input even into the format of the assessment process. The assessment instrument, which appears in Appendix A, was administered to all school staff personnel. A computer analysis was then performed on the data to determine in which areas teachers and administrators perceived the most need for inservice training. The instrument was double columned; that is, a statement was accompanied by a series of choices on both the right and left margins. Response choices on the left were representative of the staff member's perception of his or her current or actual level of expertise as related to the statement. Responses on the right were

representative of the degree of expertise the teacher would like to have, or the desired level of expertise, as related to the statement. For each school, a paired t test was run for each item. The t values were then ranked in descending order; that is, items with the highest values represented those areas in which teachers perceived the greatest gap between their desired and actual levels of expertise. Since several items were available for each topic on the instrument, the analysis made it possible for the topic five areas to be identified in which teachers would like to receive inservice training.

The assessment administered to teachers was repeated after initial implementation of the program to determine needs for the following programmatic year, but to make this report more comprehensible, only the results of time one will be reported. In addition to the assessment of teachers, the community component of the project was also surveyed to ascertain their perceptions of needed training.

The Community Council of the project, an elected community group representative of the area, using a nominal group process, (Bennis, 1977) participated in the design of a forty-nine item Likert formated instrument, the Community Concerns Survey, (Appendix B), to determine concerns of the community were with regard to education. Using a random, stratified sample composed of one percent of the community involved, subsequent factor analysis, Scheffe tests, and Spearman Rho rank order coefficients of correlation were used to identify those needs considered to be most pressing by the community. These results were then compared with the results of responses to the same instrument by teachers, as well as to the teacher assessment instrument, for purposes of planning a program based on perceived needs.

The areas of concern on which the inservice and community programs were based, were originally based on the needs of three schools, an elementary, a junior high, and a high school. The junior high school, however, was later closed (due to fire hazard), and so this report will concentrate on the elementary and secondary school results, although teachers from the junior high were served, even after their moves to other junior high schools in the system. Acceptable reliability values using Cronbach Alpha coefficients of reliability were found for all instruments used.

The areas of need identified by teachers at each of the schools as being those of highest priority were as follow:

1. Elementary School -
   -Providing student tutoring
   -Adapting instruction for the disadvantaged child
   -Involving parents in the instructional program
2. Junior High School -
   -Providing multicultural activities
   -Dealing with behavior problems
   -Encouraging student leadership, self-direction, and accomplishment
3. Senior High School -
   -Critiquing/improving teaching patterns
   -Developing multidisciplinary approaches to instruction
   -Conducting action research in the classroom.

Thus, the areas listed above were used as the content base for designing the inservice program.

RESOURCE ASSESSMENT. After a review of the instruments available, a resource instrument was administered to the faculty of the College of Education and school district central office personnel. The instrument, which appears in Appendix C, was based on the same items and categories as that used in participant assessment. In the case of resource assessment, however, the double columned instrument reflected level of expertise in the left hand column (as related to the item statement), while the right hand column of responses indicated willingness to share that expertise formally. For example, a professor might have considerable knowledge of behavioral objectives, but might prefer not to be utilized for instruction on that topic. Or, one might not have a very high level of expertise, but be willing to serve in that area, perhaps further developing one's skill during the process. Unlike participant assessment, which was totally anonymous, resource assessment necessitated identification of the respondent in order for the process to have meaning.

Thus, the assessment phase resulted in: (1) The delivery format of the inservice program, which was basically one of individualization; (2) The content of the program, which was quite broad and which was delineated by teacher, administrator and community perceived needs; and, (3) The resource persons available to deliver the system.

Phase II: Interactive Planning and Development

Phase I resulted in the planning of a four pronged staff development plan, as shown in Figure 2 on page 12. The four areas addressed in the plan are public school inservice, College of Education development, community development as related directly to the education programs of the schools involved, and intern training. Intern training, unlike the other three components of the development program, was structured partially by federal requirements within the Teacher Corps project, partially by the requirements of the College of Education which must be met to receive a master's degree in teaching, and partially by the individual preferences of the interns. Since there were only four interns, provision for individual differences was much easier to arrange than for the large numbers of participants in the school district. Hence, informal assessment was used to determine the interns' preferences.

Phase II has been entitled interactive planning and development because of the processes which were established during the planning and developmental stages. Each site of staff development, including the College of Education, as well as the individual schools, was organized into a task force. The task force for an individual site was composed of teachers broadly representative of the school, administrators, community representatives (from the Community Council), a College of Education representative, a school district central office representative, and one (or several, depending on the task under consideration at the time) Teacher Corps staff member (or members). Task Forces varied from seven to eleven members, depending upon the task. For the development of each component of the inservice plan, information regarding the results of the assessment pertaining to the site were presented, including the ranking information about which topics appeared to be the ones in which most faculty members seemed to be interested. Verbal input was solicited and task force members' input regarding their ideas of how to meet the needs identified were sought. The Teacher Corps staff members then engaged in library research, consulted with persons identified as resources for a particular area, and met with smaller groups of participants (on occasion) who expressed strong interest in helping to develop the inservice plan for that topic.

Figure 2: Staff Development Plan

I. PUBLIC SCHOOLS

(a) Avaiable to ALL Teacher Corps Personnel:

- Professional Development Center (PDC)
  - -Learner Variability (PDC-L)
  - -Prescriptive Teaching (PDC-P)
  - -Multicultural Education (PDC-M)
- University Courses
- Community Education (See Community Component, III)
- Teacher Exchange
- Interactive Research and Development (IR&D)
  - -Peer Tutoring
  - -Teacher Attitudes toward Mainstreamed Students
  - -Cognitive Restructuring (English)
  - -Effects of Aeorbics on Teacher Burnout
  - -Modification of Attitude toward Library Use
  - -Measurement of Teacher Attitudes toward Team Teaching
  - -Affective Aspects of Reading
  - -Effects of Training on Impulsivity

(b) Elementary: (Plus all of Ia above)

- Reading and Flexing
- Individualizing Instruction
- Share-an-Idea
- Textbook Analysis
- Grade Level Planning
- Work Buddy System
- Classroom Aides
- Task Force

(c) Secondary: (Plus all of Ia above)

- Multicultural Conference
- Field Based Modules
- Inservice Day: P.L. 94-142
- Mainstreaming Inservice
- Task Force

II. INTERNS

- Orientation
- CMTI
- University Courses
- Community Service(See Community Component, III)
- Professional Involvement
  - -IR&D
  - -PDC
  - -CIS
  - -Parent Classes
  - -Staff Meetings & Team Meetings
- Inservice Participation
  - -P.L. 94-142 Inservice
  - -PDC
  - -IR&D
  - -CIS
  - -Parent Classes
  - -Parent Tutoring Project
  - -Field Based Modules
- Classroom Experiences
  - -Elementary
  - -Junior High
  - -Secondary

III. COMMUNITY COMPONENT

- Community Involvement Seminars (CIS)
- Community Involvement Seminars for Kids (CIS-K)
- Parent Tutoring Project (PTP)
- Parent Classes (PC)
- Elementary School Calendar
- Parent Volunteer Program (VP)
- Community Resource Guide
- Community Council Committee Participation
- Community Council Meetings

IV. UNIVERSITY COMPONENT

- Collegial Assistance Project (CAP)
- General Program Participation
  - -IR&D
  - -PDC
  - -P.L. 94-142 In-service
  - -Teacher Exchange
  - -Elementary Individualization Instruction
  - -Parent Tutoring Project
  - -Community Involvement Seminars
  - -Reading and Flexing
  - -Work Buddy System
  - -Teaching of University Courses in which Teacher Corps teachers are enrolled & interns
  - -Providing inservice for school district

The Teacher Corps staff members then drew up a tentative plan, which was presented formally to the task force. Their suggestions were then incorporated into the final plan for inservice. The details for carrying out the plan were the responsibility of the Teacher Corps staff member assigned to that particular task, but the staff members utilized resources other than themselves to enact the program.

During this process, only one set of plans was totally rejected by the site task force; thus, the plans for inservice on Public Law 94-142 were completely revised, although some of the content originally slated for a different type of program, were included in the final senior high inservicing which occurred during a one-day, eight hour workshop. Inservice plans were, and still continue to be, in a state of constant revision, which is the result of the interactive process used for planning all staff development occurring in the project. This process of constant revision is further augmented by formative evaluations, and from year to year, by summative evaluations of programs. Re-assessment each semester also contributes to continual revision. For example, a program which was very successful last spring might not be offered the following fall if the need it was designed to meet does not appear again as a primary need according to the most recent participant assessment data.

In addition to the interactive process used in planning and developing the programs, voluntary participation was emphasized. Since one of the criteria established in the structural assessment was individualization, a large number of options was planned to encourage voluntary participation. If a large number of options are offered, theoretically more persons would participate because their particular interests would be served. As is later noted in the evaluation section, this premise was validated. The planning of voluntary participation is important to the plan because participants are more likely to respond favorably to educational experiences when they feel they have chosen to participate and when the experiences are tailored to their personal interests. Again, this is directly related to the developmental, rather than a deficit, model of inservice.

The following paragraphs delineate a brief description of each program developed by category of participant served.

INTERNS. The interns' program was a coordinated preservice/inservice plan. Since the interns had already obtained their baccalaureate degrees before entering the program, coordination of preservice and inservice was possible. The following programs were part of the interns' development plan:

1. Intern Orientation - Interns participated in a two week orientation to Teacher Corps immediately upon joining the organization. Philosophy of the staff, extensive introduction to the community, and familiarization with the goals and objectives of the program were included, as well as a handbook developed specifically for the group.

2. CMTI - Interns then attended two weeks of national Teacher Corps training provided by the Teacher Corps network. One of the essential components of the training was community based education and multicultural learning.

3. University Courses - Over a two year period, interns were enrolled in the courses normally pursued by persons seeking the master's degree in education. These included academic foundations courses, professional education courses, and academic specializations. Individual professors worked closely with Teacher Corps staff members in adapting some courses to specifically meet the needs of the interns. Specifically, coursework was personalized in the areas of multicultural education, diagnostic and prescriptive teaching, advanced educational psychology, human development, audiovisual communication and technology, education for the gifted, and educational sociology, to provide an emphasis considered necessary for the interns' particular situation. Many of the modifications developed for interns were later adopted by the professors involved as appropriate for other students, also. Interns also, as a group, chose to include anthropology as one of their courses in order to learn naturalistic observational techniques, which they later used in connection with formative evaluation of inservice programs.

4. Community Service - Intern training included specialized group training and planning as the interns participated in the work of the Community Council and as they participated in the Community Involvement Seminars for Kids (CIS-K), the Parent Volunteer

Program, the Parent Classes, and the compilation and design of the Community Resource Guide.

5. Professional Involvement - Interns were included in the regular staff meetings and planning activities of the Teacher Corps staff. Since the overall project is managed by matrix structural form, interns have had the opportunity, on different occasions, to work with almost every endeavor of the project. In some cases, as in Interactive Research and Development, and in the Professional Development Center, interns have received extensive "coaching" by particular staff members to fill certain roles in connection with these special projects. For example, in the process of developing the Parent Classes, the interns were assigned to the community coordinator, and received training in planning and conducting parenting classes, which they eventually helped to teach as part of their community service component of training.

6. Inservice Participation - Interns, with the teachers with which they work in the schools, have participated in the learning modules at the senior high school, Interactive Research and Development, the senior high school inservice related to P. L. 94-142, the Professional Development Center, the Community Involvement Seminars, Parent Classes, and the Parent Tutoring Project.

7. Classroom Experiences - The interns have participated in classroom experiences for approximately twenty hours a week for two years at the elementary, junior high and secondary levels in the site schools. This experience is augmented by weekly intern team meetings and other special training provisions as needed.

Thus, the interns have experiences an integrated preservice/inservice program, as well as professional training experiences not usually available to graduate students. Additionally, they have participated in the planning and delivery of community education through their community service component.

PUBLIC SCHOOLS. The public school component of the project can be subdivided into the elementary, secondary, and administrative divisions of the system. There were some types of inservice which were available to all personnel, both at the elementary and at the secondary level, as well as administrative personnel. These types of inservice are as described in the following paragraphs.

Inservice Available to All Personnel. The following types of inservice were available to all personnel in the schools involved in the project and to central office personnel:

1. PROFESSIONAL DEVELOPMENT CENTER - (PDC) - The PDC, during the first year of the implementation phase of the project was designed for only elementary teachers. But, by the second implementation year, the PDC had been expanded to include the secondary personnel. PDC is an individualized system of instruction. Content is delivered through modeling, direct teaches, self-pacing, readings, filmstrips, films, audio tapes, interaction activities and problem solving activities. Participants are assisted in applying in the classroom what they have learned during PDC participation. The three content areas are based upon the needs assessments of the schools involved. Currently, there are three PDCs available--

(1) Learner Variables - Learner Variables includes "Individualization of Instruction" (learning sytles and cognitive styles, self esteem and failure, motivation and creativity, learning disabilities and handicaps, parental variables, behavioral variability, and achievement variability); and, "Strategies for Individualizing" (grouping learning centers, programmed instruction/independent study/L.A.P.S., team teaching, and scheduling and tracking resources and students).

(2) Prescriptive Teaching - Prescriptive Teaching includes "Teaching Styles" (inquiry and discovery learning, mastery teaching, teaching for creativity, teaching gifted students, teaching the handicapped, teaching for multidisciplinarity and interdisciplinarity, teaching different cognitive styles, teaching different learning styles, and teaching for self-directed learning); and, "Assessing Your Teaching."

(3) Multicultural Education - Multicultural Education includes effective utilization of parents, volunteers, and community, counseling students, student tutoring, creating and using learning centers in a multicultural class, cultural plurality and learning, variables in multicultural education, and awareness of diverse cultures.

The PDC is essentially a three day intensive program, but it can be altered or shortened, using only specific portions of the Center to accomodate special sessions. These shorter sessions are usually terms "executive sessions." Executive sessions are often offered for central office personnel and to persons from out of

The eight projects include research on peer tutoring, attitudes of teachers toward mainstreamed (handicapped) students, cognitive restructuring (English), effects of aeorbic dance on "teacher burnout" and physical fitness criteria, modification of attitudes toward library usage, measurement of teacher attitudes toward team teaching through use of the Stages of Concern instrumentation (Mathematics), affective aspects of reading, and effects of training on remediation of impulsivity in young children.

Elementary. The following inservice programs were available to the elementary teachers, in addition to the ones previously mentioned:

1. READING AND FLEXING - A special approach to reading, which included use of videotaping in the classroom to improve reading comprehension was used at the elementary school.

2. INDIVIDUALIZED INSTRUCTION - Two math teachers and one science teacher were involved in the process of individualizing their curricula with the in-class help of a university professor and Teacher Corps staff members.

3. SHARE-AN-IDEA - Teachers met once every two weeks and one of their fellow teachers presented some aspect of teaching which she or he had found to be particularly effective in the classroom.

4. TEXTBOOK ANALYSIS - Analysis of textbooks for sexual and cultural bias was conducted for the entire faculty.

5. GRADE LEVEL PLANNING MEETINGS - Through use of interns and the intern team leader, grade level planning meeting once a week were made possible to improve the instruction at the elementary school.

6. WORK BUDDY SYSTEM - The Work Buddy System involves use of college students enrolled in the College of Education to work specifically on individual students' absences. This is coordinated with the classroom teacher (or teachers) involved and involves some tutoring.

7. CLASSROOM AIDES - Students enrolled in two hour special education and regular education classes serve as aides to teachers for thirty hours during a semester. This frees the teacher somewhat to engage in other instructional activities.

8. TASK FORCE - A semiautonimous site Task Force has been developed which now has a great deal of input into instructional decisions made within the school.

town who cannot be away from their responsibilities for three days. In some cases, substitutes have been provided so that teachers may attend PDC during school hours. On other occasions, teachers have come in the evenings and on Saturdays to complete modules.

2. UNIVERSITY COURSES - University courses were made available to all school participants. Courses were determined by the particular interests of participants. During the summer of 1980, it is estimated that one fourth of the entire number of graduate students enrolled in the College of Education were Teacher Corps participants. A large number of school personnel from the Teacher Corps project were also enrolled in the spring and fall semesters of 1979-80 and of 1980-81.

3. COMMUNITY EDUCATION - The community education component was available to all public school personnel involved in the project. The various programs involved in the community education component are rather extensive and will be listed under that section, rather than in this portion of the paper.

4. TEACHER EXCHANGE - On different occasions, special arrangements through Teacher Corps have made it possible for university personnel to substitute in the regular classroom so that teachers can attend special training or observe how other teachers deal with a given subject in other classrooms. This has served a dual purpose of giving classroom teachers more exposure to other situations and of keeping university personnel more in touch with the current situation in the classroom.

5. INTERACTIVE RESEARCH AND DEVELOPMENT - (IR&D) - IR&D is a special application of action research. In IR&D, a university professor, a Teacher Corps staff developer, and a teacher (or a small group of teachers), collaborate to define a classroom problem on which the teachers wish to do research. The staff developer provides the research base, and the teachers, with the developer and the professor, draw their own research designs and implement the program. The results are then shared in publications and through sharing sessions with other teachers in the school building or within the district. Currently, elementary, junior high, and secondary teachers have completed (or are almost finished with) eight research projects.

Secondary School. The following programs were available to secondary teachers. In some cases, these programs were also available to junior high teachers, but since the junior high school has now been closed for a year, junior high activities will not be listed separately. These programs were:

1. MULTICULTURAL CONFERENCE - Some teachers were sent to a special multicultural training conference in another city for several days.

2. FIELD BASED MODULES - The field based modules are available to secondary teachers for self-paced study. The modules may be completed independently or for university credit. The modules deal with behavior and discipline.

3. INSERVICE DAY FOR P.L. 94-142 - An entire day of inservicing was provided for the whole faculty of the secondary school. Outstanding speakers, including parents of exceptional children were provided, as were simulations, films, and other types of activities. Like most other Teacher Corps inservice projects, the day of inservice was designed so that teachers had many options available to them on various topics.

4. MAINSTREAMING INSERVICE - Based upon the information collected in the day of inservice for P.L. 94-142, a special handbook was developed for all secondary teachers, recapping the major emphases of the inservice program.

COMMUNITY COMPONENT. The community component was designed primarily for parents, but many teachers participated in the design and delivery of the programs developed. This has led to a type of informal inservice in which teachers see a model for dealing with the educational needs of the parents of the children they teach. In many cases, teachers have chosen to attend community education programs with parents. In other cases, they provide information that makes it possible to meet the needs of parents, for instance, in the parent tutoring project. The community programs were:

1. COMMUNITY INVOLVEMENT SEMINARS - (CIS) - A three week program, the CIS was open to any adult living in the secondary school area. The program was conducted at the elementary school. Classes in nutrition, how to improve children's academic skills, income tax preparation, defensive driving, adult physical fitness and guitar

were available. Childcare was provided for young children and special learning centers (Community Involvement Seminars for Kids--CIS-K) were provided for school aged children. All classes were free.

2. PARENT TUTORING PROJECT - (PTP) - The PTP was conducted in the summer and the fall of 1980. Using graduate university students under the supervision of a College of Education professor, parents of children experiencing academic or social problems were tutored on ways they could help their own children. The program was conducted for approximately six weeks in the summer and four weeks in the fall.

3. SCHOOL NEWLETTER - The development of a monthly calendar that is sent home to parents at the elementary school, has also resulted in teachers being able to plan their activities and let parents know of special learning situations.

4. COMMUNITY RESOURCE GUIDE - The Community Resource Guide was originally compiled by the Community Council; however, the United Fund, after reviewing the document, has accepted the guide as the new community resource guide for the entire city of Lubbock. Consequently, this information will be available to all teaching personnel in the district in April of 1981. The guide is organized so that a parent or educator may quickly locate resources for solving human difficulties, especially those related to children.

5. VOLUNTEER PROGRAM FOR PARENTS - (VP) - The VP has resulted in use of parents as aides in the classroom and has resulted in extra training for teachers in the appropriate use of volunteers at the elementary school. A volunteer handbook is available for both teachers and volunteers.

6. PARENT CLASSES - Parent Classes were conducted for parents to help them learn better ways of preparing their younger children for academic work.

7. COMMUNITY COUNCIL WORK - Representatives from the Community Council have served on almost every teacher committee connected with the project. This has resulted in teachers becoming more conscious of the concerns of the community and has helped community persons become more cognizant of the difficulties faced by educators.

UNIVERSITY DEVELOPMENT COMPONENT. University personnel have participated in a number of developmental activities:

1. COLLEGIAL ASSISTANCE PROGRAM - CAP - The CAP was begun by professors working through Teacher Corps to expand awareness throughout the state of a clinical supervision technique, the peer observation cycle, for improving professors' classroom performance. The program has since been funded by a private foundation and has expanded throughout the entire state.

2. GENERAL PROGRAM PARTICIPATION - University professors and personnel have participated in IR&D, the PDC, the inservicing provided for P.L. 94-142 at the secondary school, Teacher Exchange, the elementary individualization program, the Parent Tutoring Project, inserving of school personnel, reading and flexing, the work buddy system, and in the teaching of university course in which Teacher Corps school personnel are enrolled.

3. P. L. 94-142 - Recently, the entire College of Education participated in an inservice program for college level personnel. Teacher Corps provided many of the presenters for this week of inservicing and the model developed through Teacher Corps, the PDC, was used as the basic format for this inservice program.

Phase III: Implementation

A management plan showing the implementation dates of the programs developed in Phase II appears in Figure 3 on page 22.

Phase IV: Evaluation

The formative evaluation of the various programs is almost impossible to present, because there is so much data. All programs have been informally evaluated by participants. In addition, formal evaluation and summative evaluation has been conducted on major programmatic emphases. In particular, IR&D, the entire community component, and PDC have been evaluated extensively. In all cases, using statistical measurements, these programs have been overwhelmingly determined to be effective. Summaries of the data pertaining to PDC, IR&D, P.L. 94-142 Inservice, and the Community Component are included in Appendix D. Continous evaluation is still occurring within the project. Appendix E shows graphs depicting the degree of participation by the various project components. Since all teacher

Figure 3: Management Plan for Institutionalization (1981-82)

MAIN COMPONENT	SUBCOMPONENT	DATE	1981				1982				
		August	September	October	November	December	January	February	March	April	May
SPECIAL PROGRAMS CENTER	Site Specific Content Based on Needs Assessment (PDC)			* Multicultural Education		* Learner Variability			* Prescriptive Teaching		
	Mainstreaming P. L. 94-142		* Feeder System					* Feeder System			
	Center for Small Schools				* Content for Small Schools					* Content for Small Schools	
	Specialized Content Area - University - Entry/Overlap Areas	Area Programs Committee		Executive Advisory Council		Development and Field Testing					
	Executive Sessions	*IHE		*LEA			*IHE			*LEA	
INTERACTIVE RESEARCH AND DEVELOPMENT	Full Cycle = *		*Initial Training Session	Problem Identification & Research Design	Research Implementation	Research Dissemination*	**Initial Training Session	Problem Identification & Research Design	Research Implementation		Research Dissemination**
	Spring Cycle = **										
COMMUNITY EDUCATION COMPONENT	GED Program										
	Community Council	*Monthly Meetings	*	*	*	*	*	*	*		*
	School News Calendar	*Monthly Calendar	*	*	*	*	*	*	*		*
	Resource Guide	Published April 1981 and available from then on									
	Volunteer Program	Program continues throughout year									
			Orientation					Second Orientation			
	Parent Tutoring Project	(Depends on University Demand)									
	Parent Classes	(Weekly Classes--Depends on Field-testing in Spring, 1981)									

participation in Teacher Corps inservice, with the exception of the secondary inservice on P. L. 94-142 (which was required by the state with the district asking Teacher Corps to provide the program), one measure of the effectiveness of the program may be noted in the fact that one hundred percent of the faculties of both the elementary and the secondary school have participated in some form of Teacher Corps inservicing. (See graphs in Appendix E.)

Phase V: Institutionalization

Many processes used by Teacher Corps, such as the use of site Task Forces to make instructional decisions within the school and use of community representatives on teacher committees, has probably permanently affected the operation of the elementary and the secondary schools, but these effects are difficult to measure, since they involve processes, not products. It is hypothesized that a number of these processes will continue after the end of the formal project.

Several of the major programs of Teacher Corps, however, have already been institutionalized, or are in the process of being institutionalized in the near future. In part, this result has occurred because of the high degree of participation in the planning of each program in which school personnel, university personnel, the community, and central office school personnel were highly involved in the programs from their inceptions. The inservice components which are already institutionalized, or which will be shortly are as follow:

1. Community Resource Guide. The Resource Guide has already been adopted by the United Fund and will be published by that group.

2. PDC. PDC has been adopted by the school district and will continue to serve not only Teacher Corps teachers, but eventually most teachers in the district. The PDC has been institutionalized through the Special Programs Center (SPC) at the university, also. The SPC, as shown in Figure 4 on page 24, adapts the PDC format and other contents to provide P.L. 94-142 inservice for both the university and the school district, specialized material for the Center for Small Schools (university, state-wide project), entry level content for College of Education undergraduate students,

SPECIAL PROGRAMS CENTER

(MANAGEMENT PLAN)

Maximum Utilization (Teacher Corps Budget)

STAFF:	PROGRAM OPTIONS:	AUDIENCE SERVED:	TIME: 1981 August	Sept.	Oct.	Nov.	Dec.	1982 Jan.	Feb.	March	April	May
IHE Coordinator Teacher Corps Director Instructional Planner LEA Coordinator	*Site Specific Content Based on Needs Assessment	LEA, IHE (Regular Courses, Center for Small Schools), Community Groups			Multicultural Educ. - 25 participants		Learner Variability 25 participants			Prescriptive Teaching 25 participants		
	Mainstreaming Public Law 94-142	Primary User-- LEA Secondary User-- IHE, Community		Feeder System Approximately 200 participants					Feeder System Approximately 200 participants			
	Specialized Content Area for Small Schools	Primary User-- IHE (Center for Small Schools)				Content Not Yet Determined 25 participants					Content Not Yet Determined 25 participants	
	Specialized Content Area for University -Entry Level Education Classes -Overlapping Content Areas	Primary User-- IHE (Regular Classes)	Area Programs Committees		Executive Advisory Council		Development		and Testing			
	Executive Sessions	Primary Users-- IHE, LEA Training for Institutionalization/ Regional Dissemination as contracted by other districts	IHE	Regional Dissemination	LEA			IHE			LEA	

*The Professional Development Center; currently modules are available in Multicultural Education, Learner Variability and Prescriptive Teaching.

executive sessions for special groups, and the general PDC content and other new content based on later needs assessments).

3. IR&D. IR&D will be presented to the School Board at the request of the superintendent of schools with the objective of expanding the program to the entire system. Several other efforts are in progress to acquire independent funding for IR&D, also.

4. THE COMMUNITY EDUCATION COMPONENT. The CEP has a number of portions that have already been institutionalized, including the Parent Volunteer Program, the elementary school calendar, the GED program for adults, and the Parent Tutoring Project.

5. MAINSTREAMING INSERVICE. The mainstreaming inservice developed for the secondary school is already slated for expansion into two additional feeder systems (six schools) for 1982-82.

Phase VI: Dissemination

Appendix F includes a detailed analysis of the dissemination that has occurred relating to inservice throughout the development and implementation of the program. Dissemination has occurred through regular publication of journal articles, presentations at national, state and local professional meetings, and through publications of numerous handbook types of information, as well as through dissertations and special research presentations.

Conclusion

A moderate application of operations analysis to the development of inservice was attempted in the project. While no mathematical model was developed, extensive attempts at analysis of all the major inputs of the sytem were conducted. Kimball and Morse (as cited by Miser, 1980), have noted that,"Complex operations behave in an astonishingly regular manner, so that one can predict the outcome of such operations to a degree" not generally recognized by observers (p. 140). By extensive analysis, using statistical information and observation, as well as research of the content of the best inservice practices, it was possible to achieve almost all of the original inservice objectives, or outputs, intended by the project personnel. The many planned feedback loops built into the program were one of the main aspects of the system which made the production of planned outputs possible. Although this project was only a beginning for applying the possibilites of OR to education, the evidence is that even moderate applications of OR can result in unusually successful outputs.

APPENDIX A: Participant Assessment Instrument

INSERVICE PLANNING SURVEY:
Preliminary Teacher Form

TEACHER CORPS

LUBBOCK I.S.D./TEXAS TECH UNIVERSITY

This preliminary survey has been designed to identify broad areas of interest to be used in planning the Teacher Corps program at your school next year.

As one of a representative sample of your faculty, you are asked to consider the attached list of commonly identified teaching skills and mark your PRESENT COMPETENCE and your DESIRED TRAINING. Texas Tech's College of Education faculty and the elected Community Council of patrons from the Lubbock High attendance zone will also be surveyed. Areas showing high interest will be explored with these groups more closely before final plans are made.

It is to your benefit that you record your honest opinions, whatever they may be, so that the program planned for your school will reflect what is actually needed and wanted.

After responding to the attached list of skills, use this space to summarize your opinions or to add any that have not otherwise been asked for. Keep in mind the main planning questions:

What sort of teacher training program should be planned for <u>this</u> school next year?

What would <u>you</u> like to participate in?

Check your school: _____ Jackson, _____ Thompson, _____ Lubbock High

PRESENT COMPETENCE							DESIRED TRAINING				
No Knowledge of		Knowledge of Worked With		Extensive Work With	Expertise In	Question	Desire No Training Skill Unrelated	Desire No Training Enough Competency	Desire Awareness Session	Desire Initial Training	Desire Further
						CURRICULUM AND INSTRUCTION					
1	2	3	4	5		1. How to develop an individualized program.	1	2	3	4	5
1	2	3	4	5		2. How to prepare daily and unit lesson plans.	1	2	3	4	5
1	2	3	4	5		3. Acquiring more knowledge of content area.	1	2	3	4	5
1	2	3	4	5		4. How to develop multidisciplinary approaches to instruction.	1	2	3	4	5
1	2	3	4	5		5. Sharing instructional ideas.	1	2	3	4	5
1	2	3	4	5		6. How to provide multicultural activities	1	2	3	4	5
1	2	3	4	5		7. How to implement the locally adopted curriculum.	1	2	3	4	5
1	2	3	4	5		8. How to use community resources/ special services.	1	2	3	4	5
1	2	3	4	5		9. How to set up learning centers.	1	2	3	4	5
1	2	3	4	5		10. How to provide for students' different styles or methods of learning most effectively.	1	2	3	4	5
1	2	3	4	5		11. How to use a variety of teaching styles.	1	2	3	4	5
1	2	3	4	5		12. How to use questioning techniques.	1	2	3	4	5
1	2	3	4	5		13. How to use role playing simulations, and/or instructional games.	1	2	3	4	5
1	2	3	4	5		14. How to incorporate discovery methods and open-ended instruction.	1	2	3	4	5

COMPETENCE							DESIRED TRAINING				
No Knowledge of	Knowledge of	Worked With	Extensive Work With	Expertise In	Question		Desire No Training	Skill Unrelated Desire No Training	Enough Competency Desire Awareness Session	Desire Initial Training	Desire Further
1	2	3	4	5	15.	How to use multimedia methods of instruction.	1	2	3	4	5
1	2	3	4	5	16.	How to incorporate a variety of materials.	1	2	3	4	5
1	2	3	4	5	17.	How to determine readability levels.	1	2	3	4	5
1	2	3	4	5	18.	How to provide for student tutoring (peer, cross-age, etc.).	1	2	3	4	5
1	2	3	4	5	19.	How to make individualized assignments.	1	2	3	4	5
1	2	3	4	5	20.	How to select and limit subject content.	1	2	3	4	5
1	2	3	4	5	21.	How to adapt instruction for the gifted and talented.	1	2	3	4	5
1	2	3	4	5	22.	How to adapt instruction for the disadvantaged child.	1	2	3	4	5
1	2	3	4	5	23.	How to provide a variety of instructional activities.	1	2	3	4	5
						CLASSROOM MANAGEMENT					
1	2	3	4	5	24.	How to group and regroup for instruction.	1	2	3	4	5
1	2	3	4	5	25.	How to involve students in setting goals and rules.	1	2	3	4	5
1	2	3	4	5	26.	How to deal with behavioral problems.	1	2	3	4	5
1	2	3	4	5	27.	How to put learning theory into practice.	1	2	3	4	5
1	2	3	4	5	28.	How to translate student needs into learning objectives.	1	2	3	4	5
1	2	3	4	5	29.	How to encourage student leadership, self-direction, and accomplishment.	1	2	3	4	5

PRESENT COMPETENCE							DESIRED TRAINING				
No Knowledge of	Knowledge of	Worked With	Extensive Work With	Expertise In	Question		Desire No Training	Skill Unrelated	Desire No Training	Enough Competency	Desire Awareness Session	Desire Initial Training	Desire Further
					30.	How to organize & interpret records of student progress					
1	2	3	4	5	31.	How to build a particular learning environment.	1	2	3	4	5
1	2	3	4	5	32.	How to schedule time and space.	1	2	3	4	5
						EVALUATION TECHNIQUES					
1	2	3	4	5	33.	How to use ongoing evaluation methods.	1	2	3	4	5
1	2	3	4	5	34.	How to use summary evaluation methods.	1	2	3	4	5
1	2	3	4	5	35.	How to assess you own teaching performance.	1	2	3	4	5
1	2	3	4	5	36.	How to develop valid tests.	1	2	3	4	5
1	2	3	4	5	37.	How to diagnose learning problems and prescribe instruction.	1	2	3	4	5
1	2	3	4	5	38.	How to diagnose pupil interest.	1	2	3	4	5
1	2	3	4	5	39.	How to provide feedback about student progress to students and parents.	1	2	3	4	5
1	2	3	4	5	40.	How to interpret test results.	1	2	3	4	5
1	2	3	4	5	41.	How to conduct action research in the classroom.	1	2	3	4	5
1	2	3	4	5	42.	How to maintain anecdotal records.	1	2	3	4	5
						HUMAN SKILLS					
1	2	3	4	5	43.	How to stimulate creativity.	1	2	3	4	5
1	2	3	4	5	44.	How to establish rapport with students.	1	2	3	4	5
1	2	3	4	5	45.	How to develop student self-concept.	1	2	3	4	5
1	2	3	4	5	46.	How to foresee and/or intervene in a crisis.	1	2	3	4	5

COMPETENCE							DESIRED TRAINING				
No Knowledge of	Knowledge of	Worked With	Extensive Work With	Expertise In	Question		Desire No Training	Skill Unrelated Desire No Training	Enough Competency Desire Awareness Session	Desire Initial Training	Desire Further
1	2	3	4	5	47.	How to reinforce learning.	1	2	3	4	5
1	2	3	4	5	48.	How to counsel students.	1	2	3	4	5
1	2	3	4	5	49.	How to involve parents in the instructional program.	1	2	3	4	5
						STAFF ORGANIZATION					
1	2	3	4	5	50.	How to develop team planning.	1	2	3	4	5
1	2	3	4	5	51.	How to use teacher aides.	1	2	3	4	5
1	2	3	4	5	52.	Developing instructional leadership skills.	1	2	3	4	5
1	2	3	4	5	53.	Becoming familiar with the entire range of instructional offerings in the school.	1	2	3	4	5
1	2	3	4	5	54.	How to critique and improve teaching patterns.	1	2	3	4	5

APPENDIX B:

SURVEY INSTRUMENT

FOR

COMMUNITY AND

TEACHERS

COMMUNITY CONCERNS SURVEY*

Dear Community Resident:

The following pages contain a Community Concerns Survey designed to help our schools improve educational services for students. Please help us by responding to some statements about our schools. We are interested in your responses regardless of whether or not you have children in school. To fill out the survey, for example, look at the following statement:

_____The school library has enough magazines for our students to use.

* If you strongly agree with the statements, put a 6 in the blank before the statement;

* If you agree with the statement, put a 5 in the blank before the statement;

* If you tend to agree with the statement, put a 4 in the blank before the statement;

* If you tend to disagree with the statement, put a 3 in the blank before the statement;

* If you disagree with the statement, put a 2 in the blank before the statement; or,

* If you disagree strongly with the statement, put a 1 in the blank before the statement.

There are no right or wrong responses since each response represents your opinion. Please be sure to respond to EVERY statement on the survey. Each statement must have only ONE response.

Thanks for your help! Please be sure that your name DOES NOT appear anywhere on the survey.

PLEASE GO TO THE NEXT PAGE.

---

*The instrument appeared on legal length paper when administered.

In the space to the left of each statement, write the number representing the extent of your agreement or disagreement with each statement.

6 Strongly Agree	3 Tend to Disagree
5 Agree	2 Disagree
4 Tend to Agree	1 Strongly Disagree

___ 1. Teachers are aware of resources such as agencies, people or businesses in the community that can be used as resources in the classroom.

___ 2. Most students obey teachers promptly.

___ 3. Parents often have opportunities to support school activities.

___ 4. The school staff seems to welcome visits of parents in the school.

___ 5. Students would be better prepared for adulthood if they had an opportunity to choose studies from a greater selection of courses.

___ 6. School personnel are aware of information about "helping agencies" in the community which can be shared with parents.

___ 7. Students whose parents support school programs learn more effectively.

___ 8. The school should promote appreciation of all cultures.

___ 9. Young students who speak mostly or all Spanish learn more effectively when they are in bilingual education classes.

___ 10. The school often seeks the advice of parents when trying something new or different.

___ 11. Parents would like to know better ways to help their children to achieve in school.

___ 12. The school should have a staff person available who is able to talk with parents who do not speak English.

___ 13. The school should send a monthly calendar to parents about activities which are occurring at the school.

___ 14. There are enough "check points" and tests to determine if children are learning what they should at each grade level.

PLEASE GO TO THE NEXT PAGE

6 Strongly Agree	3 Tend to Disagree
5 Agree	2 Disagree
4 Tend to Agree	1 Strongly Disagree

___ 15. The school would change some of its policies if asked by parents to do so.

___ 16. Students usually enjoy school.

___ 17. Most teschers attempt to understand the home conditions of their students.

___ 18. Most parents feel that talking with teachers will help solve problems that their children may be having in school.

___ 19. Teachers are more effective when they have smaller groups of students in the classroom.

___ 20. The physical condition of the school building affects how a student feels about himself/herself.

___ 21. Qualified tutors are needed to work with individual students who need additional help in the classroom.

___ 22. The school usually deals effectively with student behavior problems that interfere with the learning process.

___ 23. Knowledge of a student's home situation is important to the teacher in working with the student.

___ 24. The school should offer a variety of night courses for adults.

___ 25. The school building should be available to community groups after school hours.

___ 26. Teachers know the parents of most of the students they teach.

___ 27. Every student is encouraged to work at his/her own level of capability in school.

___ 28. The school does a good job of keeping parents informed about their child's progress in school.

___ 29. The purpose of bilingual education is to enable students to function successfully in the classroom in the English language.

PLEASE GO TO THE NEXT PAGE

6 Strongly Agree	3 Tend to Disagree
5 Agree	2 Disagree
4 Tend to Agree	1 Strongly Disagree

___ 30. Parents would support the school if they understood more about the school's programs and activities.

___ 31. Schools should provide opportunities for parents to assist teachers through a Parent Volunteer Program.

___ 32. The major role of the school is to teach basic skills such as reading and arithmetic.

___ 33. Most parents have opportunities to talk with the teachers of their children.

___ 34. The school is effective in disciplining students.

___ 35. Teachers are aware that students from different cultures have different learning styles.

___ 36. Teachers are more effective in dealing with student behavior when they know a student's parents.

___ 37. Parents are worried if they receive a call from the school.

___ 38. Most teachers try to understand the problems of students who speak English as a second language.

___ 39. More organized activities should be available to students after school hours.

___ 40. Public school students should not be required to attend school on the same campus at the same time as adults or students who are on probation or parole.

___ 41. The school should emphasize more English language skills.

___ 42. Teachers sometimes contact parents to tell them something good that their child has done.

___ 43. Parents understand the situation teachers face when some of the students in the primary grades speak a language other than English.

___ 44. The principal has complete authority on how the school is operated.

PLEASE GO TO THE NEXT PAGE

6 Strongly Agree	3 Tend to Disagree
5 Agree	2 Disagree
4 Tend to Agree	1 Strongly Disagree

___ 45. The major role of the school is to teach appropriate social behavior.

___ 46. Parents understand the role and responsibilities of school principals.

___ 47. The school provides sufficient challenge to all students.

___ 48. The educational program and facilities are about the same in schools throughout the city.

___ 49. Schools have enough special projects and classes and students who are exceptionally bright.

(Please be sure your name does not appear on this form.)

PLEASE GO TO THE NEXT PAGE

DATA SHEET

Directions: Please provide the following information. Write the appropriate number in the space provided.

____ 1. Do you have dependents living in the household who are 18 years old and under?
Yes = 1
No = 2 IF ANSWER IS NO, PLEASE SKIP DOWN TO NUMBER 5.

____ 2. The number of dependents I have under 18 years of age is:

One =	1	Four	= 4
Two =	2	Five or more	= 5
Three =	3		

____ 3. a. My School aged children are enrolled in a private or parochial school.
b. My school aged children are enrolled in schools in the Lubbock Independent School District.
c. My school aged children are enrolled in both public and private schools.
a = 1
b = 2
c = 3

4. If you have school aged children please answer this item. If you have no school aged children please go on to number 5. My children currently attend:

	Public Schools	Private Schools
__the elementary school	__other Elem.	__other Elem.
__the jr. high school	__other Jr. High	__other Jr. High
__the high school	__other Sr. High	__other Sr. High

____ 5. What is your highest level of formal education:

8th grade or less	= 1
Some high school	= 2
High school graduate	= 3
Some college	= 4
College graduate	= 5
Post Graduate Work	= 6
Professional Degree	= 7

PLEASE GO TO THE NEXT PAGE

____ 6. Alternative Education:

Some vocational technical training = 1 (Such as trade school, secretarial training, etc.)
Diploma or Certificate = 2

____ 7. Your sex:

Male = 1
Female = 2

____ 8. What is your age? (Write in age)

____ 9. Marital status:

Single	= 1
Married	= 2
Widowed	= 3
Divorced or separated	= 4

____ 10. Total income for household:

Less than $9,999	= 1	(Low)
$10,000 to $19,999	= 2	(Middle)
$20,000 and over	= 3	(High)

____ 11. Ethnic background:

American Indian	= 1	
Asian	= 2	
Black, non-Hispanic	= 3	
Hispanic	= 4	(Spanish speaking or Spanish surname)
White, non-Hispanic	= 5	

(Please be sure your name does not appear on this form.)

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX C: Resource Assessment Instrument

Texas Tech University
College of Education

M E M O R A N D U M

TO: College of Education Faculty

FROM: Linda McDonald, Director
Teacher Corps

The attached survey is being distributed to all COE faculty in an effort to identify possible resource persons to aid in staff development for the three schools (Jackson Elementary, Thompson Junior, and Lubbock High) involved in our project. The form is an adaptation of the one being administered to teachers in the three schools within the next week.

If you are interested in this identification of resources, we ask that you complete the form and return to my mailbox

Your participation is optional; however, realizing the many skills and abilities of the COE professional staff, it would be most beneficial to the project to receive your responses to the survey.

Box 4560 / Lubbock, Texas 79409

LEVEL OF EXPERTISE						DEGREE OF WILLINGNESS TO PARTICIPATE					
No Knowledge Of				Expertise In			Not Interested				Willing to Provide Training
					NAME: _____						
					CURRICULUM AND INSTRUCTION						
1	2	3	4	5	How to develop an individualized program.	1	2	3	4	5	
1	2	3	4	5	How to prepare daily and unit lesson plans.	1	2	3	4	5	
1	2	3	4	5	Acquiring more knowledge of content area.	1	2	3	4	5	
1	2	3	4	5	How to develop multidisciplinary approaches to instruction.	1	2	3	4	5	
1	2	3	4	5	Sharing instructional ideas.	1	2	3	4	5	
1	2	3	4	5	How to provide multicultural activities	1	2	3	4	5	
1	2	3	4	5	How to implement the locally adopted curriculum.	1	2	3	4	5	
1	2	3	4	5	How to use community resources/ special services.	1	2	3	4	5	
1	2	3	4	5	How to set up learning centers.	1	2	3	4	5	
1	2	3	4	5	How to provide for students' different styles or methods of learning most effectively.	1	2	3	4	5	
1	2	3	4	5	How to use a variety of teaching styles.	1	2	3	4	5	
1	2	3	4	5	How to use questioning techniques.	1	2	3	4	5	
1	2	3	4	5	How to use role playing simulations, and/or instructional games.	1	2	3	4	5	
1	2	3	4	5	How to incorporate discovery methods and open-ended instruction.	1	2	3	4	5	

LEVEL OF EXPERTISE (No Knowledge Of ... Expertise In)						DEGREE OF WILLINGNESS TO PARTICIPATE (Not Interested ... Willing to Provide Training)				
1	2	3	4	5	How to use multimedia methods of instruction.	1	2	3	4	5
1	2	3	4	5	How to incorporate a variety of materials.	1	2	3	4	5
1	2	3	4	5	How to determine readability levels.	1	2	3	4	5
1	2	3	4	5	How to provide for student tutoring (peer, cross-age, etc.).	1	2	3	4	5
1	2	3	4	5	How to make individualized assignments.	1	2	3	4	5
1	2	3	4	5	How to select and limit subject content.	1	2	3	4	5
1	2	3	4	5	How to adapt instruction for the gifted and talented.	1	2	3	4	5
1	2	3	4	5	How to adapt instruction for the disadvantaged child.	1	2	3	4	5
1	2	3	4	5	How to provide a variety of instructional activities.	1	2	3	4	5
					CLASSROOM MANAGEMENT					
1	2	3	4	5	How to group and regroup for instruction.	1	2	3	4	5
1	2	3	4	5	How to involve students in setting goals and rules.	1	2	3	4	5
1	2	3	4	5	How to deal with behavioral problems.	1	2	3	4	5
1	2	3	4	5	How to put learning theory into practice.	1	2	3	4	5
1	2	3	4	5	How to translate student needs into learning objectives.	1	2	3	4	5
1	2	3	4	5	How to encourage student leadership, self-direction, and accomplishment.	1	2	3	4	5
1	2	3	4	5	How to organize and interpret records of student progress.	1	2	3	4	5

LEVEL OF EXPERTISE						DEGREE OF WILLINGNESS TO PARTICIPATE					
No Knowledge Of				Expertise In		Not Interested				Willing to Provide Training	
1	2	3	4	5	How to build a particular learning environment.	1	2	3	4	5	
1	2	3	4	5	How to schedule time and space.	1	2	3	4	5	
					EVALUATION TECHNIQUES						
1	2	3	4	5	How to use ongoing evaluation methods.	1	2	3	4	5	
1	2	3	4	5	How to use summary evaluation methods.	1	2	3	4	5	
1	2	3	4	5	How to assess your own teaching performance.	1	2	3	4	5	
1	2	3	4	5	How to develop valid tests.	1	2	3	4	5	
1	2	3	4	5	How to diagnose learning problems and prescribe instruction.	1	2	3	4	5	
1	2	3	4	5	How to diagnose pupil interest.	1	2	3	4	5	
1	2	3	4	5	How to provide feedback about student progress to students and parents.	1	2	3	4	5	
1	2	3	4	5	How to interpret test results.	1	2	3	4	5	
1	2	3	4	5	How to conduct action research in the classroom.	1	2	3	4	5	
1	2	3	4	5	How to maintain anecdotal records.	1	2	3	4	5	
					HUMAN SKILLS						
1	2	3	4	5	How to stimulate creativity.	1	2	3	4	5	
1	2	3	4	5	How to establish rapport with students.	1	2	3	4	5	
1	2	3	4	5	How to develop student self-concept.	1	2	3	4	5	
1	2	3	4	5	How to foresee and/or intervene in a crisis.	1	2	3	4	5	

LEVEL OF EXPERTISE						DEGREE OF C-6 WILLINGNESS TO PARTICIPATE					
No Knowledge Of				Expertise In			Not Interested			Willing to Provide Training	
1	2	3	4	5	How to reinforce learning.		1	2	3	4	5
1	2	3	4	5	How to counsel students.		1	2	3	4	5
1	2	3	4	5	How to involve parents in the instructional program.		1	2	3	4	5
					STAFF ORGANIZATION						
1	2	3	4	5	How to develop team planning.		1	2	3	4	5
1	2	3	4	5	How to use teacher aides.		1	2	3	4	5
1	2	3	4	5	Developing instructional leadership skills.		1	2	3	4	5
1	2	3	4	5	Becoming familiar with the entire range of instructional offerings in the school.		1	2	3	4	5
1	2	3	4	5	How to critique and improve teaching patterns.		1	2	3	4	5

APPENDIX D: Evaluation Summaries

INSERVICE EVALUATIONS

Professional Development Center

The PDC was piloted in the first training year for participants from the elementary and junior high schools. The content was needs based, site specific. From the very beginning the teacher evaluations were overwheliming positive. The open ended questions

soliticed responses of excitement. Participants forwarded letters to the school administration requesting the continuation of the program. One strain, PDC for Multicultural Education contained a follow through evaluation component. This evaluation was directed through the Research and Development Center, University of Texas at Austin. The instrumentation used was Levels of Use (LOU) and ethnographic observations. The analysis of all the data revealed a transfer of use from training into the classroom of 64%.

In the second year of training the content was modified to accommodate elementary and high school teachers--together. The modification proved successful. The first session on Learner Variability was conducted December 4-6. On a six point Likert scale the evaluation of the presenters was 5.68; the evaluation of the sessions was 5.65; and the evaluation of content was 5.17. For specific item evaluations refer to D-20 to D-22. All participants indicated that they would recommend the sessions to a colleague.

The PDC was demonstrated at the Annual Small Schools conference in December. The participants were administrators from smaller school districts with statewide representation. The evaluations of the presentors, on a six point Likert scale, was 6.0; the session evaluation was 5.582; and the content evaluation was 5.460.

In November 1980, the PDC was demonstrated for the Council for Exceptional Children, District XVII. On a five point Likert scale the participants rated the importance of modeling in pre-service and in-service training, 4.75; the degree to which I would support a PDC of appropriate content, 4.5; the presentation, 4.5; the degree of support for voluntary participation in a PDC earning graduate credit and held after school, 3.62; and the degree of support for voluntary participation in other forms of in-service after school, 2.37.

Education for All Handicapped Children .

At the request of the high school principal, the staff planned and delivered a comprehensive site-based inservice on P.L. 94-142 in September. The day was carefully and intensely planned; involving all interested citizens, educators, parents and students. Three things were paramount in the strategy--a complete overview; enough depth in each area to cause further questioning and, as much as possible the use of best practices of modeled learning and choice of selection.

Twenty-seven sessions were offered. The only required sessions were the first morning (but five different presentors) session of an introduction to the legislation and local policies and procedures and the noon presentation, "Practical Applications to Modification of Instruction". Presentors were attorneys, teachers, administrators, parents, community agency representatives, professors and students.

The evaluations were very positive. In the fourth year this component will be incorporated into the PDC unit for requested use by the district. One limitation is that the delivery will not serve all the schools simultaneously. To address this limitation video tapes were made this year and will be made in the years ahead for building administrator follow up use.

Interactive Research and Development

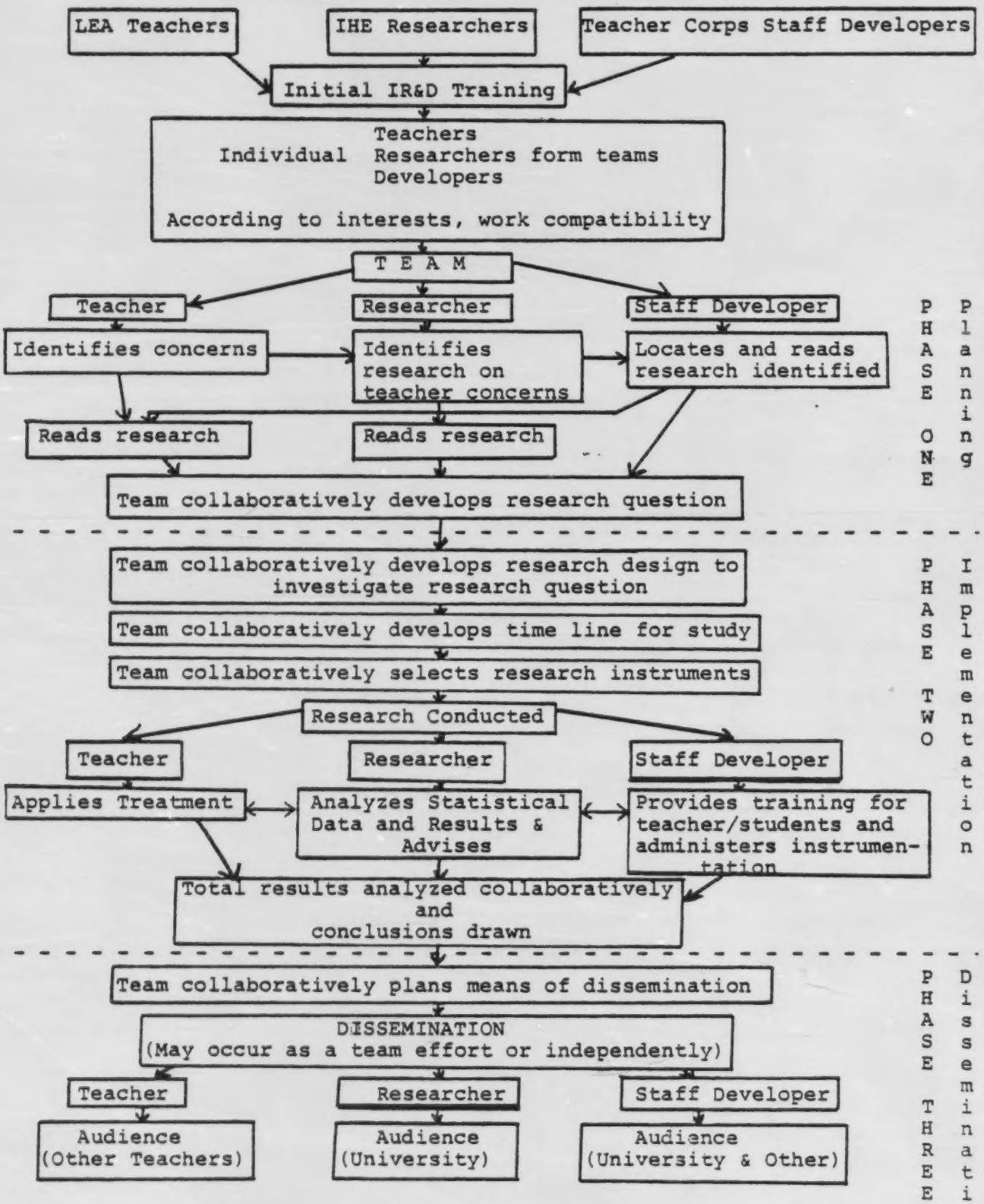
The IR&D data from the six research teams has not been fully analyzed to date. Internal evaluations were conducted using an instrument developed at the University of Texas at Austin Research and Development Center. The instrument, stages of concern, along with two instruments from the original IR&D study, professional development questionnaire and research-teaching-development skills questionnaire, has been administered pre and post to the control and the treatment groups. (See D-43--D-49.)

The teams entered the project through a two day intensive training session conducted by Dr. Gerald Pine, of Oakland University in Rochester, Michigan. From that point teams worked independently and in December reported their research findings of the group of six teams. The quality of research and the growth experienced by all members of the teams was most encouraging.

The second group of IR&D teams have now completed training and are beginning their research.

This project is being followed closely by the University of Texas Research and Development Center, National Institute on Education and the Far West Laboratory. Teachers and professors, the research team will be publishing the results of their work in the fourth year.

INTERACTIVE RESEARCH AND DEVELOPMENT PROCESS* (IR&D)



*this model outlines the overall IR&D process which may be modified to accomodate the specific needs of individual IR&D teams.

COMMUNITY EVALUATIONS

The community based education component of the project, as outlined in last year's continuation proposal, consisted of Community Involvement Seminars, school newsletters, a Neighborhood Analysis Plan, a Community Resource Guide, Volunteer Programs, and a Parent Tutoring Project.

Each of these programs and their alterations is outlined in the following paragraphs.

Community Involvement Seminars

The Community Involvement Seminars (CIS) consisted of three two-hour sessions on three consecutive Thursday evenings during February of 1980 at the elementary school. Any adult, parent or non-parent, who lived in the elementary school area was eligible to attend. School-aged children had special learning centers (Community Involvement Seminars for Kids--CIS-K) conducted by the interns while adults attended sessions. Childcare was provided for preschool children. Adults attended nutrition, defensive driving, adult physical fitness, income tax preparation, and beginning guitar classes, as well as classes designed to improve parents' skills in teaching their own children academic subjects. Ninety-seven individuals participated in the CIS and five agencies were involved in presenting the Community Involvement Seminars.

Using a separate-sample pretest-posttest control group design, eight hypotheses regarding the Community Involvement Seminars were tested. An elementary school in the district approximately twelve blocks from the Teacher Corps elementary school was used as a control group. The schools were very similar in composition and demographics. Randomized pretests and posttests were administered to parents before and after the CIS program at both schools. Five of the eight hypotheses regarding parental perceptions of the

school were confirmed at the .05 level of significance using Analysis of Covariance with the pretest as the the covariant. The five hypotheses confirmed appear on the following page. The analysis of variance follows the list of confirmed hypotheses The pretest/ posttest instrument had a reliability of .76 (N=380.)

HYPOTHESES CONFIRMED AT THE .05 (OR BETTER) LEVEL OF SIGNIFICANCE IN A POSITIVE DIRECTION FOR THE COMMUNITY INVOLVEMENT SEMINARS (Analysis of Covariance)

1. The hypothesis that parents would perceive an increased number of parent-school staff member interactions for the treatment month as a result of the Community Involvement Seminars (CIS) was confirmed. (Variable 1)

2. The hypothesis that parents would perceive an overall increased number of parent-school staff members interactions for the current school year as a result of the seminars was confirmed. (Variable 2)

3. The hypothesis that parents would perceive the school as offering more opportunities for adults to learn new skills after treatment was confirmed. (Variable 5)

4. The hypothesis that parents would perceive the school as offering more educational opportunities for adults after treatment was confirmed. (Variable 6)

5. The hypothesis that parents would perceive an increased awareness of opportunities for parents and school staff members to become acquainted after treatment was confirmed. (Variable 8)

ANCOVA - continued

VARIABLE 5

	Treatment School	Control School	Total
M	2.75	2.19	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	12.703	1	12.703	6.525	0.011
Within Groups Effect	360.184	185	1.947		

VARIABLE 6

	Treatment School	Control School	Total
M	3.05	2.40	

	SS	DF	MS	F	Significance
Main Effect	14.320	1	14.320	6.947	0.009
Within Groups Effect	381.334	185	2.061		

VARIABLE 7

	Treatment School	Control School	Total
M	3.09	2.74	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	5.530	1	5.530	2.197	0.140
Within Groups Effect	465.719	185	2.517		

VARIABLE 8

	Treatment School	Control School	Total
M	2.80	2.22	

	SS	DF	MS	F	Significance
Main Effect	9.368	1	9.368	5.419	0.021
Within Groups Effect	319.836	185	1.029		

ANALYSIS OF COVARIANCE

VARIABLE 1

	Treatment School	Control School	Total
M	6.61	1.28	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	951.501	1	951.501	17.164	0.000
Within Groups Effect	10255.367	185	55.34		

VARIABLE 2

	Treatment School	Control School	Total
M	14.14	3.31	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	3973.186	1	3973.186	24.296	0.000
Within Groups Effect	30253.656	185	163.533		

VARIABLE 3

	Treatment School	Control School	Total
M	4.66	3.73	
N	44	144	188

	SS	DF	MS	F	Significance
Main Effect	24.289	1	24.289	.905	0.343
Within Groups Effect	4694.969	185	26.838		

VARIABLE 4

	Treatment School	Control School	Total
M	5.84	4.17	
N	44	144	

	SS	DF	MS	F	Significance
Main Effect	101.855	1	101.855	3.579	0.060
Within Groups Effect	5265.125	185	28.060		

The Community Involvement Seminars were also subjected to program evaluation. Sixty-two participants responded to the instrument used to evaluate the program. The instrument used had a reliability of .63. The Community Involvement Seminars were found to be positively evaluated by participants (p less .01) on all items used in the analysis, as shown on the following page. Additionally, every adult participant present on the final evening of the seminars signed a form indicating that they would be willing to serve on a committee to plan continuance of the Community Involvement Seminars.

The Community Involvement Seminars were extremely successful and the Council planned to conduct a second series of seminars in the fall of 1980; however, these plans were revised.

During the summer of 1980, repeated contact with parents through the Parent Tutoring Project, which will be described later, indicated that parents, especially mothers, were extremely interested in completing their basic and high school educations. Mothers indicated that their husbands did not wish them to attend school at night outside the neighborhood. They also indicated lack of information about programs which were already available.

The Community Council instructed the community coordinator to investigate the possibility of establishing an Adult Basic Education and/or General Education Dipolma program at the elementary school to meet the needs of these individuals. Through L.I.S.D., a GED program was set up on Tuesday and Thursday evenings from 7:00 to 9:00 p.m. At this time, approximately thirty-four adults have been enrolled in the program and are progressing toward completion of their GED certificates. Since the GED program operates

two nights of the week and the Parent Tutoring Project was in operation a third evening, the Council felt that the Community Involvement Seminars would constitute a program overload and the decision was made to discontinue the fall Community Involvement Seminars in favor of the GED program. The GED program will continue to operate throughout the spring of 1981. In addition to the thirty-four participants in the GED program, a number of other parents and community residents became aware of Adult Education opportunities at the near-by Adult Learning Center and have subsequently enrolled in the individualized program available to them there.

CHI-SQUARE VALUES FOR THE COMMUNITY INVOLVEMENT SEMINARS EVALUATION SURVEY

Variable	Catagory of Response	Expected Frequency	%	Observed Frequency
3-Did you enjoy the class?	Yes	30	50	60
	No	30	50	0
N = 60 df = 1 X^2 = 30 p>.01				
4-Was the class informative?	Yes	30.5	50	60
	No	30.5	50	1
N = 61 df = 1 X^2 = 57.065 p>.01				
5-Was the class size appropriate?	Correct Size	19.47	33.3	53
	Too Small	19.47	33.3	1
	Too Large	19.47	33.3	5
N = 59 df = 2 X^2 = 86.01862 p>.01				
6-Evaluation of Teacher's Performance	Excellent	15.25	25	55
	Good	15.25	25	6
	Fair	15.25	25	0
	Poor	15.25	25	0
N = 61 df = 3 X^2 = 109.22131 p>.01				

CHI-SQUARES

Variable	Category of Response	Expected Frequency	%	Observed Frequency
7-Did you learn what you expected to learn?	Yes	30.5	50	51
	No	30.5	50	10
N = 61 df = 1 X^2 = 27.557377 p>.01				
8-If offered, would you take the class (or a similar one) again?	Yes	30	50	60
	No	30	50	0
N = 60 df = 1 X^2 = 30 p>.01				
9-Was the fee for the class satisfactory?	Yes	19.5	50	39
	No	19.5	50	0
N = 39 df = 1 X^2 = 19.5 p>.01				

NOTE: Variables 1, 2 and 10 are not shown because they are not suitable to a Chi-square test. These 3 items deal with type of participant, the date and the class attended.

Parent Tutoring Project

The Parent Tutoring Project (PTP) was in operation during the summer and fall of 1980. Graduate students enrolled in Special Education 5302 were used as tutors for parents. Parents for the summer session were pre-enrolled during the last month of the 1979-80 school year. The summer sessions consisted of one hour sessions held in the morning at the elementary school twice a week from July 22 to August 15, 1980. The fall sessions were held once a week on Wednesday evening at the school, October 22 to November 12, 1980.

Fifteen parents and eight children participated in the summer sessions. Twenty-four parents and ten children participated in the fall sessions. Thus a total of thirty nine parents and eighteen children participated in the total program. Nine of the parents participating in the fall also participated in the summer.

In both the summer and fall sessions parents and tutors decided whether or not the children would be directly involved in the tutoring sessions. Not all parents attended all sessions. Seven tutors participated in the summer sessions and twelve in the fall sessions. Dr. Lamont Johnson taught the summer Special Education class, while the Community Coordinator, Dr. Claire Nussbaum, taught the fall session.

Tutors, parents and children evaluated the Parent Tutoring Project. The evaluation form included sixteen items. Each item consisted of a statement with which the parent could express one of six categories of response: (6) Strongly agree--SA; (5) Agree--A; (4) Tend to agree--TA; (3) Tend to disagree--TD; (2) Disagree--D; or (1) Strongly disagree--SD.

In the summer session, only four parents and five children responded to the evaluation survey which was mailed to participants. Their comments were positive, but the small number of responses precluded their analysis statistically. The fall session, however, included nine respondents, and was analyzed using a Chi square analysis with Yate's correction for a small N. Five items were found to be statistically significant in a positive direction at the .05 level of significance. The remaining items were not significant in a positive or negative direction using Chi-square analysis, but the means of these items were all indicative of positive parental attitudes toward the program. One item, which dealt with number of times in attendance, was not included in the Chi square analysis, as it is not appropriate to this type of test. There were no negative comments in the open ended section of the evaluation form. The following positive comments were made in the open-ended section:

"Have more of them!"

"Extend the program for more than four weeks!"

"We need to have this program all during the school year and vacation time too!"

The means and the results of the Chi square analysis appear on the following page.

Thus, the Parent Tutoring Project can be considered to be successful according to the numbers of parents who attended, by the analysis of their evaluation of the program, and by informal outcomes. The informal outcomes of this program were the identification and diagnosis of two children who are learning disabled and who are now receiving special educational services. Two additional children have been identified and assisted

PARENTAL EVALUATION OF 1980 PARENT TUTORING PROJECT

Key: 1 SD 2 D 3 TD 4 TA 5 A 6 SA

MEAN	ITEMS SIGNIFICANT AT THE .05 LEVEL USING CHI SQUARE TEST
5.222	4. The time of day when the Parent Tutoring Program was scheduled was convenient for me.
5.444	5. My tutor seemed to really be interested in me and my children.
5.444	8. My children enjoyed the program.
5.000	14. I feel that I have learned some things in the Parent Tutoring Program that are helping me do a better job with my children.
5.000	16. The tutor seemed to know things that could help me with my children.
	ITEMS NOT SIGNIFICANT USING CHI SQUARE, BUT INDICATIVE OF A POSITIVE EFFECT ACCORDING TO THE MEAN
5.444	1. The Parent Tutoring Program has helped me with my children.
3.222	2. The time of the year for the Parent Tutoring Program was not convenient.
5.222	3. I wish we could have continued the Parent Tutoring Program for more sessions.
5.222	6. If we had another Parent Tutoring Program, I would attend.
2.556	7. I felt uncomfortable at first with my tutor.
5.333	9. After the first time we met, I felt comfortable with my tutor.
3.000	11. I understood what the Parent Tutor Program was going to be about before I came the first time.
4.889	12. I felt comfortable with with my tutor after we became acquainted during the first session.
4.556	13. I think my children have improved because of the Parent Tutoring Program.
4.778	15. The place where the Parent Tutoring Program met was convenient for me.

Item Ten*

* Item ten dealt with attendance and is not suitable to testing.

Parents responding attended an average of 2.5 sessions.

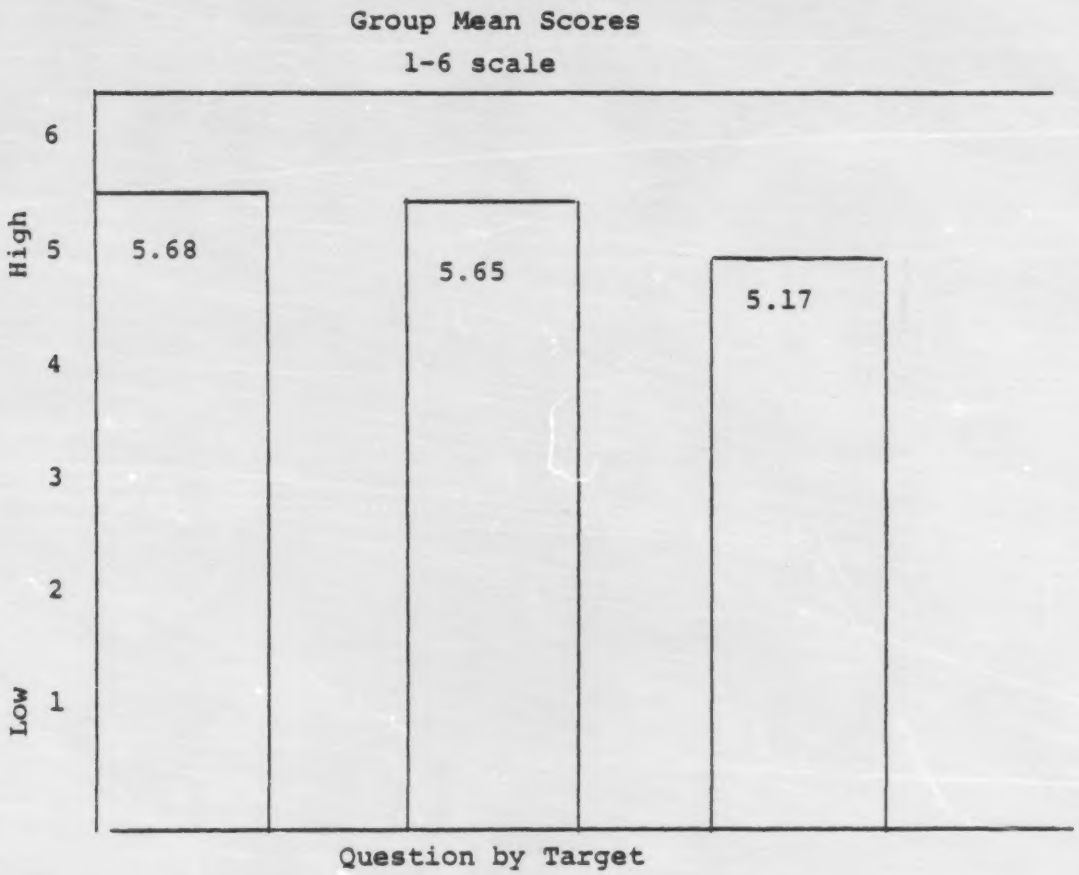
Negative comments -- There were no negative comments.

Positive comments -- Have more of them!/Extend the program for more than 4 weeks/We need to have this program all during the school year and vacation time, too!

Through the program--one child with visual impairment and one with auditory impairment. Additionally, the model of using graduate students as tutors while simultaneously providing a supervised practicum for gradute students in working with parents has been successfully demonstrated by the project and is thus available for further use by the College of Education.

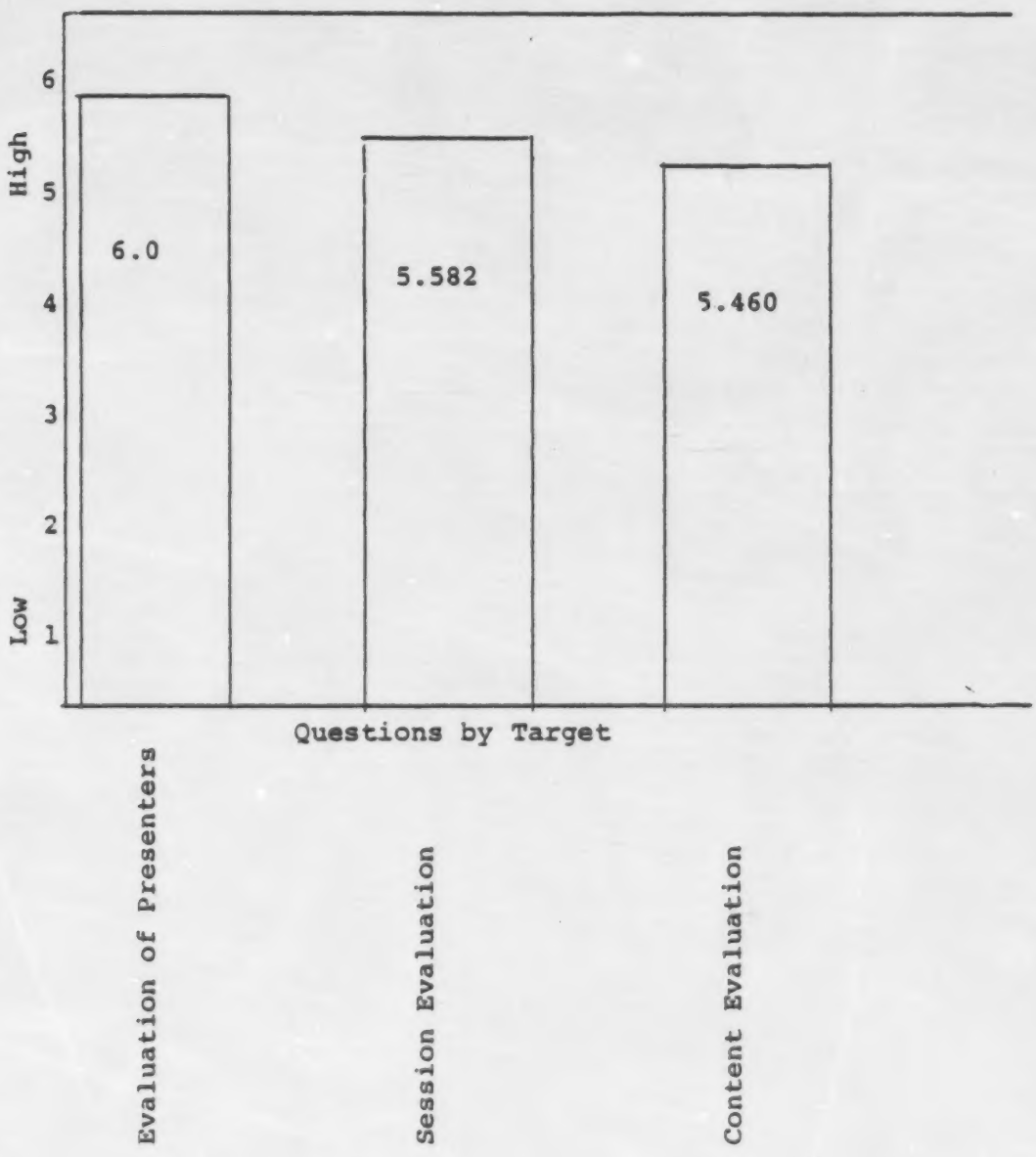
GRAPHIC AND STATISTICAL DATA ON INSERVICE

EVALUATION OF PDC, LEARNER VARIABILITY, HELD FOR JACKSON ELEMENTARY AND LUBBOCK HIGH TEACHERS, 1980



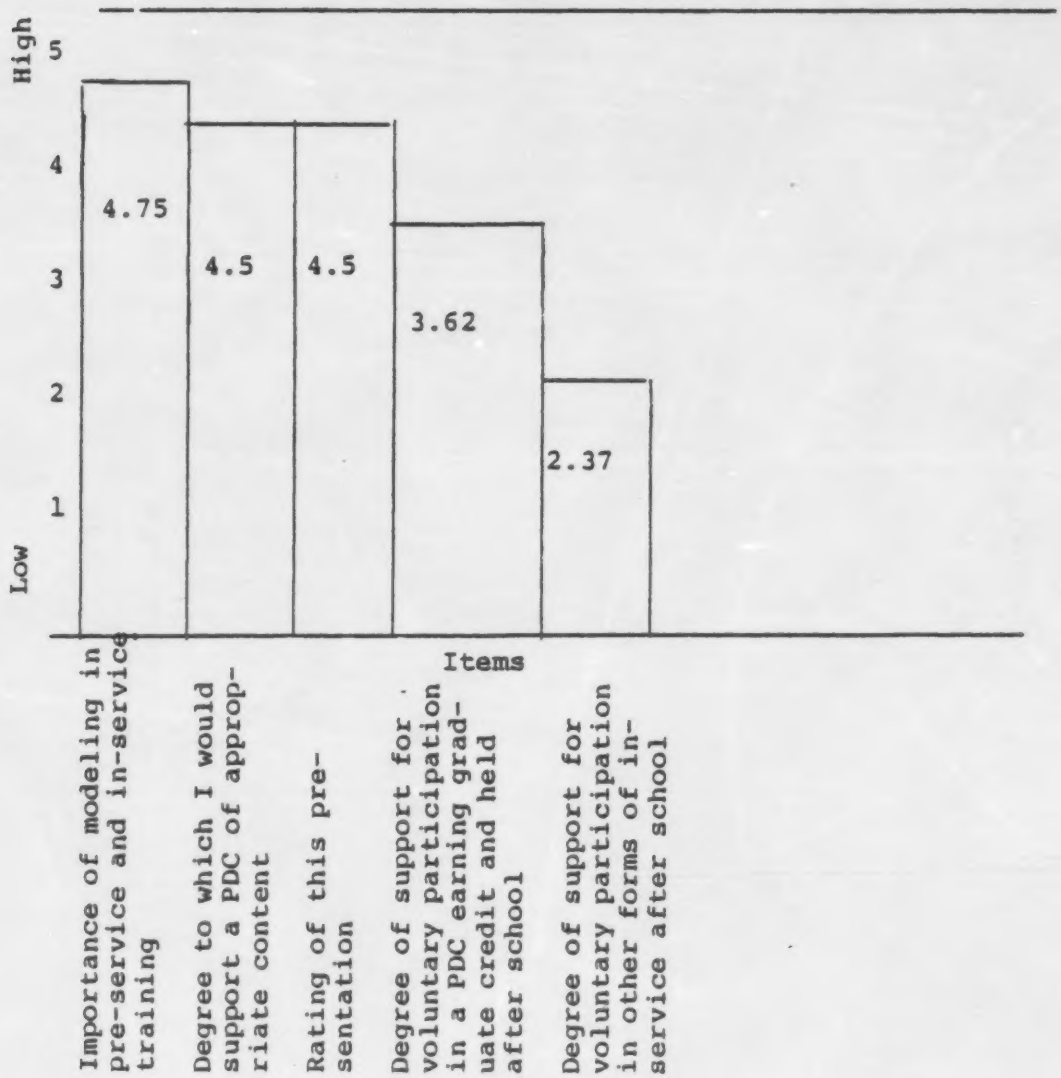
EVALUATION OF PROGRAM PRESENTED AT THE ANNUAL SMALL SCHOOLS CONFERENCE

Group Mean Scores
1-6 scale



EVALUATION OF THE PROGRAM PRESENTED TO THE COUNCIL FOR EXCEPTIONAL CHILDREN IN DISTRICT SEVENTEEN

Group Mean Scores
1-5 scale



EDUCATION FOR ALL HANDICAPPED

CHILDREN INSERCICE

PARTICIPANT EVALUATION SCALE

D O C U M E N T R E S U M E

TITLE: Evaluation of In-service Training for all Handicapped Children Act of 1975 (Texas)

INSTITUTION: Johnson, William L., McDonald L., and Johnson, Annabel, Texas Tech University, Lubbock, Texas

PUB. DATE: October, 1980

DESCRIPTORS: In-service Evaluation; Summative In-service Training Evaluation; Evaluation of In-service Training Session; Professional Development; In-service Training; Texas Public Law 94-142 In-service Training; In-service Education for all Handicapped Children Act of 1975.

ABSTRACT: In response to a request from the principal of a large secondary public school located in the Southwestern United States, a federally-funded Teacher Corps Project assumed the lead role in the planning and executing of a day long, on-site, intensive, in-servicing program. The program requested was to be of an information and skills building type. The content was Public Law 94-142 (the Education of all Handicapped Children Act).

The planning and delivery of the program was an exemplary effort of coordination of six groups - the site school, the district education service center, the University, service agencies and the school parents. The results were most pleasing to all involved.

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Parts of Training Which Paricipants Found Least Valuable (N = 47) D31

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Ways This In-service Has Been Different From Others You Have Attended (N = 57) D33

General Comments (N = 13) D34

Conclusion D35

Appendix 1 ..... D38

Appendix 2 ..... D41

Appendix 3 ..... D42

EVALUATION OF IN-SERVICE TRAINING SESSIONS FOR ALL HANDICAPPED CHILDREN

INTRODUCTION

During September 1980, in-service training was conducted for approximately 150 secondary public school teachers and administrators in the employ of a large secondary public school located in the Southwestern United States. A limited number of parents also attended the in-service sessions.

In response to a request from the principal of one of the district's high schools, a federally-funded Teacher Corps Project assumed the lead role in the planning and executing of a day long in-servicing program. The program requested was to be of an information and skills building type. The content was Public Law 94-142 (the Education of All Handicapped Children Act).

The planning and delivery of the program was an exemplary effort of the coordination of six groups: (1) the site high high school; (2) the district education service center; (3) the large state university located in the same city as the school district; (4) various city service agencies; (5) school parents; and (6) the federally-funded Teacher Corps Project located in the same city as the university and school district.

Since it was believed that many in-service sessions are

poorly organized, the day's activities were carefully planned and very structured. The agenda for the day's sessions (see Appendix A) reflects that there was a high degree of structure combined with an option of attending one of several concurrent sessions throughout the day. The sessions for the day varied in length from 45 minutes to one and one-half hours. These lengths were dependent solely on the time required for the various session presentations. All sessions were limited to an enrollment of 25.

Both session (formative) and summative evaluation scales were administered. The formative evaluation instruments were administered after each session, while the summative scale was administered at the end of the day's activities.

The session scale consisted of a demographic section, eleven Likert-format questions, and a comment section. The Likert questions were blocked into three groups: (1) content evaluation; (2) session evaluation; and (3) trainer evaluation. The summative scale was composed of a demographic section, six Likert-format questions, four open-ended questions, and a comments section. The Likert-format questions were of a global-assessment type. Both scales were constructed over a period of several weeks, after reviewing a large collection of current evaluation instruments. See Appendices B and C for these scales.

It was felt the open-ended questions reflected the principles essential to good in-servicing activities. Therefore, the following pages give an alphabetical listing of the summative

responses to questions seven through ten, and the comments section. Following these pages is a concluding section summarizing the in-service comments and offering specific suggestions pertaining to designing in-service activities.

PARTS OF TRAINING WHICH PARTICIPANTS FOUND MOST VALUABLE

(AREAS ARE LISTED ALPHABETICALLY) Question 7

N = 87

TOPICS	PARTICIPANTS SO INDICATING
Areas that have practical applications	1
Basics (reading, writing, arithmetic) areas	1
Court decisions, and district responsibilities	4
Content design	1
Discussion of specifics	3
Discussion of the handicapped child	1
Dr. Sowell's introduction at 8:30 a.m.	1
Guest speakers	1
Hints for the classroom	1
Idea sharing	1
Identification and referral of special ed kids	1
Insight	1
Legal responsibilities of the state	1
Luncheon	1
Luncheon speaker	5
Parental contact	1
Parental involvement (sharing ideas/experiences)	17
Presenters	1
P.L. 94-142 (explanation of, information about)	11
Session on deaf education	4
Sessions:	
A2 -- Overview session	2
B1 -- "From the Heart-Parental Perspective"	4
B4 -- "Readin', 'Ritin', 'Rithmetic'..."	4
D3 -- "Utilizing Peer Tutoring..."	2
D4 -- "Am I Ann Sullivan?..."	1
E1 -- Verbal and nonverbal communication	8
E5 -- Constructing Individualized Ed Plans	1
Small sessions (listen and ask questions)	1
Stimulation to evaluate own thinking	1
Strategies and textbook modification	1

PARTS OF TRAINING WHICH PARTICIPATIONS FOUND MOST VALUABLE (AREAS ARE LISTED ALPHABETICALLY) Question 7

N = 87

TOPICS	PARTICIPANTS SO INDICATING
Student (learning disabled) who spoke	1
Teacher provisions/requirements regards Individualized Education Plans	1
Understanding and working with the handicapped	1
Understanding how to deal with parents	1

PARTS OF TRAINING WHICH PARTICIPANTS FOUND LEAST VALUABLE

(AREAS ARE LISTED ALPHABETICALLY) Question 8

N = 47

TOPICS	PARTICIPANTS SO INDICATING
Agency support and services	1
Applications of the law	1
Details of Admission, Review, Dismissal Committee	1
District responsibilities	1
Emotionalism	3
Filling out evaluation forms	1
Film	5
Film problems	1
Lecture format	1
Lectures too long	1
Luncheon speaker	1
Not teaching retarded kids	1
Peer tutoring	1
Reading strategies	1
Repetition of materials from other service sessions	1
Sessions:	
B3 -- School District Responsibilities for handicapped	2
B5 -- Agency support/services for kids/personnel	1
D1 -- Social adjustment problems of kids	10
E1 -- Verbal and nonverbal communication	1
E2 -- Content area reading strategies	3
E5 -- Constructing individualized education plans	1
F2 -- Movie - "I'll Dance at Your Wedding"	1
Speaker of law	1
Technical language	1
Textbook knowledge as opposed to experience	1
Time limits for sessions	1
Time limits on discussion/questions	1
Topics seemed addressed to elementary level kids and not secondary-level	1
Use of textbooks	1

HOW COULD ACTIVITIES HAVE BEEN IMPROVED (AREAS ARE LISTED ALPHABETICALLY) Question 9

N = 43

TOPIC	PARTICIPANTS SO INDICATING
Adding advanced level sessions	1
Allowing as many participants to attend a session as wished (enrollment limited to 25 participants)	3
Breaks in the morning and afternoon	6
Greater discussion and activities	1
Greater speaker/teacher exchange of information	2
Greater teacher interaction at sessions	1
Greater teacher input into inservice content	2
Greater time (2 or 3 days) needed for activities	1
Hurried activities	1
Instead of films at end of day, question and answer sessions would have been good	1
Less theory (more practical ideas)	4
Limited time in moving from session-to-session	3
More audio visuals	1
More discussion	1
More even quality of instruction	1
More participative activities	1
More specifics like role playing	1
More teachers and/or parents (listen to their views)	2
Not filling out evaluation forms	1
Presentation broken down into subject areas and people from those areas shown how to apply P.L. 94-142	1
Presenters seem to have no teaching experience	1
Pretesting projectors/slides for mechanical problems	1
Second afternoon session was too long	1
Session relevance to specific teaching areas	1
Sessions were too long	1
Shorter activities	3

WAYS THIS INSERVICE HAS BEEN DIFFERENT FROM OTHERS YOU HAVE ATTENDED (AREAS ARE LISTED ALPHABETICALLY) Question 10

N = 57

TOPIC	PARTICIPANTS SO INDICATING
Began and ended on time	1
Congeneality of participants	1
Diversity of presentors	1
Excellent speakers	1
Food served in building	1
Full schedule	1
Informative and practical sessions	2
Areas discussed were very interesting	7
Length of sessions were good	1
Sessions and food service located in one place	1
Longer (8:30 a.m. - 3:30 p.m.) and very concentrated	6
Meaningful sessions	1
Objectives were clear	1
Organization was very good	6
Practical ideas on dealing with handicapped kids	5
Realistic sessions	1
Relevant sessions	1
Session diversity	10
Too hurried throughout the day	1
Very good presenters	1
Work to prepare the day's activities	3
Work in planning the session was very good	4

GENERAL COMMENTS FROM PARTICIPANTS
(COMMENTS ARE LISTED ALPHABETICALLY)

N = 13

COMMENT	PARTICIPANTS SO INDICATING
Best inservice attended since began teaching	1
Future sessions of help would be on legal vulnerability of teachers	1
Good inservice (content was good)	1
Luncheon	1
Luncheon speaker was excellent	1
Organization	1
Sessions were good	1
Staying in building throughout day was good	1
Organizers are to be highly commended for this effort	1
Time sequence was good	1
Too bad those most bored were those who most needed what was presented	1
Very good session	1
Very informative day	1

EVALUATION OF IN-SERVICE TRAINING SESSIONS FOR ALL HANDICAPPED CHILDREN ACT OF 1975 (TEXAS)

In reviewing the responses of the participants, they found the following parts of the training most valuable:

(1) the parental involvement in the sessions

(2) background information on P.L. 94-142

(3) the session on verbal and nonverbal communication

(4) the luncheon speaker

(5) the session on a parental perspective (session B1)

(6) the session on the teacher's role and responsibilities in the special education process (session B4)

(7) the session on deaf education

(8) materials pertaining to court decisions and district responsibilities

Parts of the training which participants found least valuable were as follows:

(1) the session on social adjustment problems of "included" students

(2) the film presentations

(3) the session on content area reading strategies

(4) the emotionalism in some presentations

(5) the session on school district responsibilities in serving the handicapped student

Pertaining to specific comments on how the activities throughout the day could have been improved, the following comments emerged most frequently:

(1) need for morning/afternoon breaks

(2) less theory and more practical ideas

(3) not limiting attendance at each session to 25 participants

(4) giving more time to move between sessions

(5) having shorter activities

(6) having greater teacher input into the inservice content

(7) having greater speaker/teacher exchange of information

(8) having greater teacher and parent active session participation

Participants were asked how this in-service was different from others they had attended. Their most frequent responses follow:

(1) session diversity
(2) areas discussed were very interesting
(3) a longer day for meetings with very concentrated activities
(4) the organization was very good
(5) ideas pertaining to dealing with handicapped kids were very good
(6) planning for the sessions was very good

Overall, the day's activities were very successful. The participant's evaluation of the trainers was especially good. Specific comments in this section are those most frequently mentioned by the in-service participants. In reference to conducting future sessions, it is recommended that the reader refer to the first part of this section.

What appeared especially useful about the participants' comments was mentioned by the district's superintendent of schools. His comments related to the generic value of the participants' comments; namely, the comments pertaining to "parts of the training most valuable" reflect not only what the participants directly experienced, but, very likely reflect training problems from in-service sessions which the participants had previously attended.

Also comments pertaining to the least valuable parts of the in-service training, specific comments on how the activities throughout the day could have been improved, as well as comments suggesting how the in-service was different

from others attended--all these comments can be studied by anyone constructing future in-service training sessions.

Lubbock High School APPENDIX 1

In-Service

Education For All Handicapped Children Act of 1975

P.L. 94-142

Sept. 26, 1980

AGENDA

8:00-8:20 WELCOME (coffee, donuts, etc.) - Faculty Lounge

8:20-8:30 OVERVIEW OF DAY - Auditorium

8:30-9:00 "PL 94-142: An Introduction to the Legislation and Local Policies and Procedures"

A1 (Red Folders)..... Room 203

A2 (Green Folders)..... Room 204

A3 (Yellow Folders)..... Room 214

A4 (Blue Folders)..... Room 216

A5 (Orange Folders)..... Room 211

9:10-10:10 CONCURRENT SESSIONS (Choose One)

B1 "From the Heart - A Parental Perspective..... Room 211

B2 "Court Decisions on the Education for All Handicapped Children Act of 1975- Discipline, Due Process and Related Topics"..... Room 217

B3 "School District Responsibilities in Serving the Handicapped Student"..... Room 215

B4 "Readin', 'Ritin', 'Rithmetic', and Referrals: The Teacher's Role and Responsibilities in the Special Education Process"..... Room 204

B5 "Agency Support and Services for School Children and School Personnel"..... Room 203

10:20-11:20 CONCURRENT SESSIONS (Choose again from sessions B1-B5 above)

NOTE: ALL SESSIONS LIMITED TO AN ENROLLMENT OF 25

AGENDA (cont.)

11:30-1:00 LUNCH - Cafeteria
Luncheon Speaker: Dr. Gaye McNutt, University of Oklahoma
"Practical Applications to Modification of Instruction"

1:00-1:45 SHORT CONCURRENT SESSIONS (Choose one)

D1 "Social Adjustment Problems of 'Included' Students"..... Room 214

D2 "Agency Support and Services to School Children and School Personnel"..... Room 216

D3 "Utilizing Peer Tutoring to Accomodate Individual Difference"..... Room 211

D4 "Am I Anne Sullivan? There's a Helen Keller in My Class"..... Room 217

1:45-3:00 LONG CONCURRENT SESSIONS (Choose one)

E1 "But What You Heard Is Not What I Meant: Making Verbal and Nonverbal Communication Clear in the Classroom"..... Room 211

E2 "Content Area Reading Strategies"..... Room 217

E3 "Where Do I Start If I Want to Individualize? Teacher-Made Criterion Referenced Tests"..... Room 215

E4 "Individualizing Secondary Science: A Teacher's Approach"..... Room 212

E5 "Constructing the Individualized Education Plan (IEP)"..... Room 213

3:00-3:30 FINAL SESSIONS (Choose One)

F1 Questions and Answer Sessions (small groups)..... Cafeteria

F2 Movie - "I'll Dance at Your Wedding"..... Room 211

F3 Movie - "A Different Approach"..... Room 214

NOTE: ALL SESSIONS LIMITED TO AN ENROLLMENT OF 25

FORMATIVE EVALUATION
of INDIVIDUAL SESSIONS

Rank	$\bar{X}$	Title	Presentor(s) *
1	5.7	Am I Anne Sullivan...	Presentor A
2	5.3	From the Heart...	Presentor B
3	5.1	Court Decisions...	Presentor C
3	5.1	Teacher Role...	Presentors D/E
3	5.1	Ind. Science Curriculum...	Presentor F
3	5.1	Constructing IEP...	Presentor G
4	4.9	Peer Tutoring...	Presentor H
4	4.9	Criterion Referenced...	Presentor I
5	4.7	But What You Heard...	Presentor J
5	4.7	Introductory Sessions...	Presentors K-N
6	4.56	Agency Support (AM)...	Presentor D
7	4.36	School District Responsibilities...	Presentors P-Q
8	4.1	Content Area Reading...	Presentors R-S
9	4.0	Agency Support (PM)...	Presentors T-U
10	2.87	Social Adjustment...	Presentor V

$\bar{X} = 4.7$

* Presentors were University professors, high school faculty, parents, and university graduate students.

APPENDIX 2

SUMMATIVE EVALUATION

TEACHER CORPS P.L. 94-142 IN-SERVICE

1. Current Job Assignment
   _____Central Office Administration
   _____Building Administration
   _____Teacher
   _____Parent
   _____Other (Specify) _____

2. ___Yrs. of Educational Experience
   ___Yrs. of Exp. as Administrator
   ___Yrs. of Exp. as a Teacher

3. ___If you are a parent, ages of children.

INSTRUCTIONS: Place the number which represents the extent of your agreement with statement in the blank to the left of each question.

_____1. Overall evaluation of session is very good — Not At All 1 2 3 4 5 6 Great Extent

_____2. Overall evaluation of trainers is very good — Not At All 1 2 3 4 5 6 Great Extent

_____3. Overall evaluation of content is very good — Not At All 1 2 3 4 5 6 Great Extent

_____4. Content presented is new to me — Not At All 1 2 3 4 5 6 Great Extent

_____5. My awareness of P.L. 94-142 has increased today through the training offered — Not At All 1 2 3 4 5 6 Great Extent

_____6. There has been sufficient opportunity today to ask questions and/or provide input — Not At All 1 2 3 4 5 6 Great Extent

_____7. The part/s of the training I have found most valuable was/were: _____

_____

_____

_____8. The part/s of the training I have found least valuable was/were: _____

_____

_____

_____9. How could today's activities have been improved? _____

_____

_____

____10. Ways this inservice has been different from others you have attended:

_____

_____

_____

COMMENTS: _____

_____

_____

Evaluation form adapted from materials produced by Pedamorphosis, Inc., Lubbock, Texas.

SESSION EVALUATION

APPENDIX 3

TEACHER CORPS P.L. 94-142 IN-SERVICE

1. Current Job Assignment
   _____Central Office Administration
   _____Building Administration
   _____Teacher
   _____Parent
   _____Other (Specify)_____

2. Yrs. of Educational Experience
   _____Yrs. of Exp. as Administrator
   _____Yrs. of Exp. as a Teacher

3. _____If you are a parent, ages of children.

INSTRUCTIONS: Place the number which represents the extent of your agreement with each statement in the blank to the left of each question.

CONTENT EVALUATION

_____1.	Ideas were stimulating and motivational	Not At All 1 2 3 4 5 6	Great Extent
_____2.	I plan to apply the knowledge and/or use the skills in my professional life	Not At All 1 2 3 4 5 6	Great Extent
_____3.	Content presented was new to me	Not At All 1 2 3 4 5 6	Great Extent
_____4.	Overall evaluation of content is very good	Not At All 1 2 3 4 5 6	Great Extent

SESSION EVALUATION

_____5.	Session was well organized	Not At All 1 2 3 4 5 6	Great Extent
_____6.	Session objectives were met	Not At All 1 2 3 4 5 6	Great Extent
_____7.	There was sufficent opportunity to ask questions or provide input	Not At All 1 2 3 4 5 6	Great Extent
_____8.	Overall evaluation of this session was very good	Not At All 1 2 3 4 5 6	Great Extent

TRAINER EVALUATION

_____9.	Trainer was able to present topics clearly and logically	Not At All 1 2 3 4 5 6	Great Extent
_____10.	Trainer's relationship with participants was very good	Not At All 1 2 3 4 5 6	Great Extent
_____11.	Overall evaluation of trainer would be very good	Not At All 1 2 3 4 5 6	Great Extent

COMMENTS: _____

_____

_____

_____

_____

Evaluation form adapted from materials produced by Pedamorphosis, Inc., Lubbock, Texas.

INTERACTIVE RESEARCH AND DEVELOPMENT

TRAINING SESSION

PARTICIPANT EVALUATION SCALE

Interactive Research and Development

Training Session

Room 106, Lubbock ISD Central Office Annex, 1828 19th Street

Thursday, September 18, 1980 (6-9 p.m.)

6:00 - 7:00--Action Research as Professional Development and the Importance of Integrating Research and Practice--Dr. Gerald Pine, Oakland University

7:00 - 7:30--Essential Features of Interactive Research and Development--Leslie Huling, Teacher Corps

7:30 - 8:00--Major Issues in American Educational Research in the 1980's--Dr. Bill Askins, TTU College of Ed.

8:00 - 8:30--Findings from a 1980 Local Educational Problems Survey and How To Interpret the Survey Findings--Dr. Larry Johnson, Teacher Corps

8:30 - 9:00--Question and Answer Session

Friday, September 19, 1980 (8:30 a.m. - 4 p.m.)

8:30 - 9:30--Steps in Conducting Typical Educational Research; Common Experimental Designs Used in Educational Research--Dr. Joe Cornett, TTU College of Ed.

9:30 -10:30--Within Subject Designs Appropriate For Educational Research; Clarifying Research Problems--Dr. Jerry Willis, TTU College of Ed.

10:30 -11:30--Description of Successful Collaborative Action Research Projects; Ways Teachers Can Utilize and Disseminate Their Research Findings--Dr. Gerald Pine

1:00 - 1:30--Use of Ethnographic Techniques in Educational Research--Leslie Huling

1:30 - 3:30--Group Interaction Activity for Teachers, Researchers and Staff Developers--coordinated by Dr. Duane Christian, TTU College of Ed.

3:30 - 4:00--Evaluation of Training Session

INTERACTIVE RESEARCH AND DEVELOPMENT PROJECT

ORIENTATION QUESTIONNAIRE

Name: Composite Evaluation N=13

Last four digits of Social Security Number: ____ ____ ____ ____

You have experienced a variety of opportunities to learn about IR&D and one another during the past two days. Please indicate your reactions to the following by responding to the items below and indicating how satisfied you were with each experience.

INSTRUCTIONS: Place the number which represents your opinion of each statement in the blank to the left of each question.

EXPLANATION OF IR&D (Presentation by Leslie Huling)

5.38	Information presented was relevant and useful	Not At All	1 2 3 4 5 6	Great Extent
5.38	Session(s) was/were well organized	Not At All	1 2 3 4 5 6	Great Extent
5.31	Presentor(s) was/were able to present content clearly and logically	Not At All	1 2 3 4 5 6	Great Extent
5.31	There was sufficient opportunity to ask questions or provide input	Not At All	1 2 3 4 5 6	Great Extent

How satisfied I am with the experience:

IR&D AS A PROFESSIONAL DEVELOPMENT ENDEAVOR (Presentations by Dr. Gerald Pine)

5.15	Information presented was relevant and useful	Not At All	1 2 3 4 5 6	Great Extent
5.46	Session(s) was/were well organized	Not At All	1 2 3 4 5 6	Great Extent
5.00	Presentor(s) was/were able to present content clearly and logically	Not At All	1 2 3 4 5 6	Great Extent
5.00	There was sufficient opportunity to ask questions or provide input	Not At All	1 2 3 4 5 6	Great Extent

How satisfied I am with the experience:

CONTINUED...

ORIENTATION QUESTIONNAIRE

PRESENTATION OF POSSIBLE RESEARCH ISSUES AND QUESTIONS (Presentations by Dr. Bill Askins & Dr. Larry Johnson)

5.00	Information presented was relevant and useful	Not At All 1 2 3 4 5 6	Great Extent
5.00	Session(s) was/were well organized	Not At All 1 2 3 4 5 6	Great Extent
5.09	Presentor(s) was/were able to present content clearly and logically	Not At All 1 2 3 4 5 6	Great Extent
5.00	There was sufficient opportunity to ask questions or provide input	Not At All 1 2 3 4 5 6	Great Extent

How satisfied I am with the experience:

PRESENTATION OF RESEARCH STEPS AND STRATEGIES (Presentations by Dr. Joe Cornett & Dr. Jerry Willis)

5.46	Information presented was relevant and useful	Not At All 1 2 3 4 5 6	Great Extent
5.38	Session(s) was/were well organized	Not At All 1 2 3 4 5 6	Great Extent
5.38	Presentor(s) was/were able to present content clearly and logically	Not At All 1 2 3 4 5 6	Great Extent
5.31	There was sufficient opportunity to ask questions or provide input	Not At All 1 2 3 4 5 6	Great Extent

How satisfied I am with the experience:

GROUP INTERACTION ACTIVITY WITH TEAM MEMBERS (Coordinated by Dr. Duane Christian)

5.00	Information presented was relevant and useful	Not At All 1 2 3 4 5 6	Great Extent
5.00	Session(s) was/were well organized	Not At All 1 2 3 4 5 6	Great Extent
4.91	Presentor(s) was/were able to present content clearly and logically	Not At All 1 2 3 4 5 6	Great Extent
5.50	There was sufficient opportunity to ask questions or provide input	Not At All 1 2 3 4 5 6	Great Extent

How satisfied I am with the experience:

CONTINUED...

ORIENTATION QUESTIONNAIRE

If I had the opportunity to tell my fellow team members anything that I think would help our future work together, I would tell them the following:

I believe that the Teacher Corps staff can help our work together best by doing the following:

As of this date (September 19, 1980) I believe that the IR&D team can make the following contributions to:

My own professional growth:

Teaching and teachers generally:

My own workplace:

As of this date (September 19, 1980), I can see the following as potential problems we will face together:

I believe that my strengths and weaknesses regarding team membership are:

Evaluation form adapted from materials produced by Far West Laboratory For Educational Research And Development, San Francisco, California, and Pedamorphosis, Inc., Lubbock, Texas.

INTERACTIVE RESEARCH AND DEVELOPMENT PROJECT

ORIENTATION QUESTIONNAIRE

EXPLANATION OF IR&D (Presentation by Leslie Huling)

How satisfied I am with the experience:

Overwhelmed, yet pleased with the vast amount of information presented.

Very satisfied--helped clarify exactly what IR&D is all about.

Very

I am satisfied with this experience.

Very good.

Very well presented--helped to clarify what IR&D is.

Greatly satisfied with the program. I feel it would have been great to be in each group longer as each researcher seemed to lend so much to every idea mentioned.

Greatly appreciated and satisfied. Very interesting. Enjoyed the two days.

I enjoyed all of the presentations. We received a great deal of information in a very short period of time.

IR&D AS A PROFESSIONAL DEVELOPMENT ENDEAVOR (Presentations by Dr. Gerald Pine)

How satisfied I am with the experience:

Found his presentation to be very easy to follow.

Not real satisfied--I don't feel I grasped all I should have from the presentation.

Interesting

Extremely satisfied

Lost him sometimes

Very knowledgeable person--helps to have someone with first hand experience.

I thought his 9/18 session was outstanding.

Very satisfied

Dr. Pine was very interesting. I felt that the information was very useful and helpful in finding research.

PRESENTATION OF POSSIBLE RESEARCH ISSUES AND QUESTIONS (Presentations by Dr. Bill Askins and Dr. Larry Johnson)

How satisfied I am with the experience:

OK

I'm positive about opportunity to become involved.

Very good

Good food for thought - started me thinking seriously about question to research.

A very clear presentation

I was very satisfied

Dr. Askins & Dr. Johnson were very interesting. I was very satisfied.

PRESENTATIONS OF RESEARCH STEPS AND STRATEGIES (Presentations by Dr. Joe Cornett, Dr. Jerry Willis and Leslie Huling)

How satisfied I am with the experience:

It was good to hear different viewpoints on research techniques presented concurrently.

I was very satisfied with the presentation by Dr. Jerry Willis. It was very interesting and easy to understand and relevant.

Very

+++

Showed how to start and how it can really be done--Very clear and easy to understand.

I enjoyed and related more to Dr. Willis discussion.

Snappy, organized and easily identified personally

Very interesting because I found out more on the educational system!

GROUP INTERACTION ACTIVITY WITH TEAM MEMBERS (Coordinated by Dr. Duane Christian

How satisfied I am with the experience:

I guess I was a poor listener, but I got the impression after the first two groups, that each researcher had selected his own area of interest. Dr. Nevius clarified this.

Not real satisfied--I don't feel I got as much out of this activity as compared to the other sessions.

Ok

+++

Very interesting--let me feel more comfortable about researchers

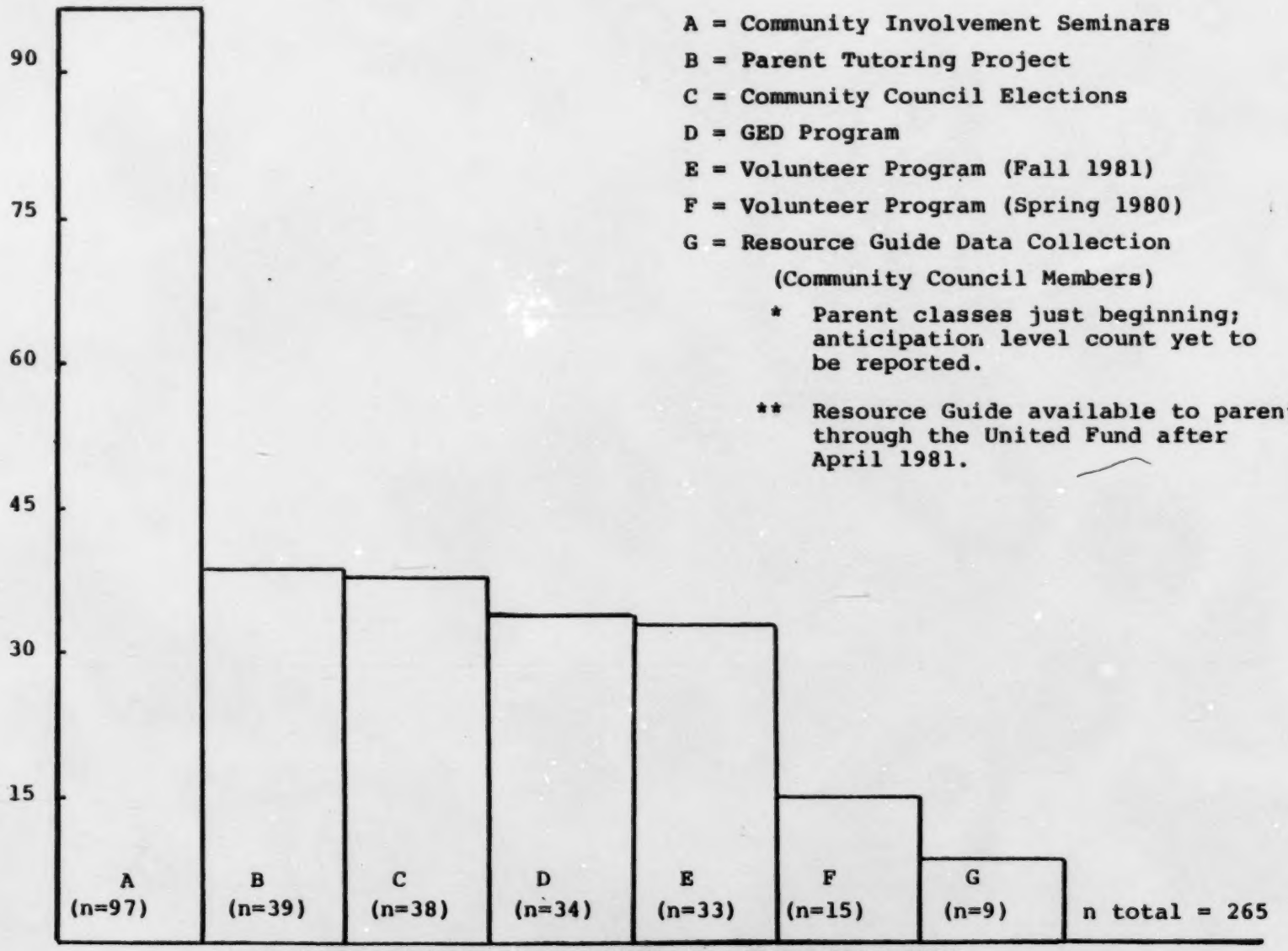
Very warm and caring person-makes you feel good

I would have enjoyed learning more about his ideas on self concepts.

I was satisfied with the experience.

I felt this was very interesting. All professors that were relating information to us were great.

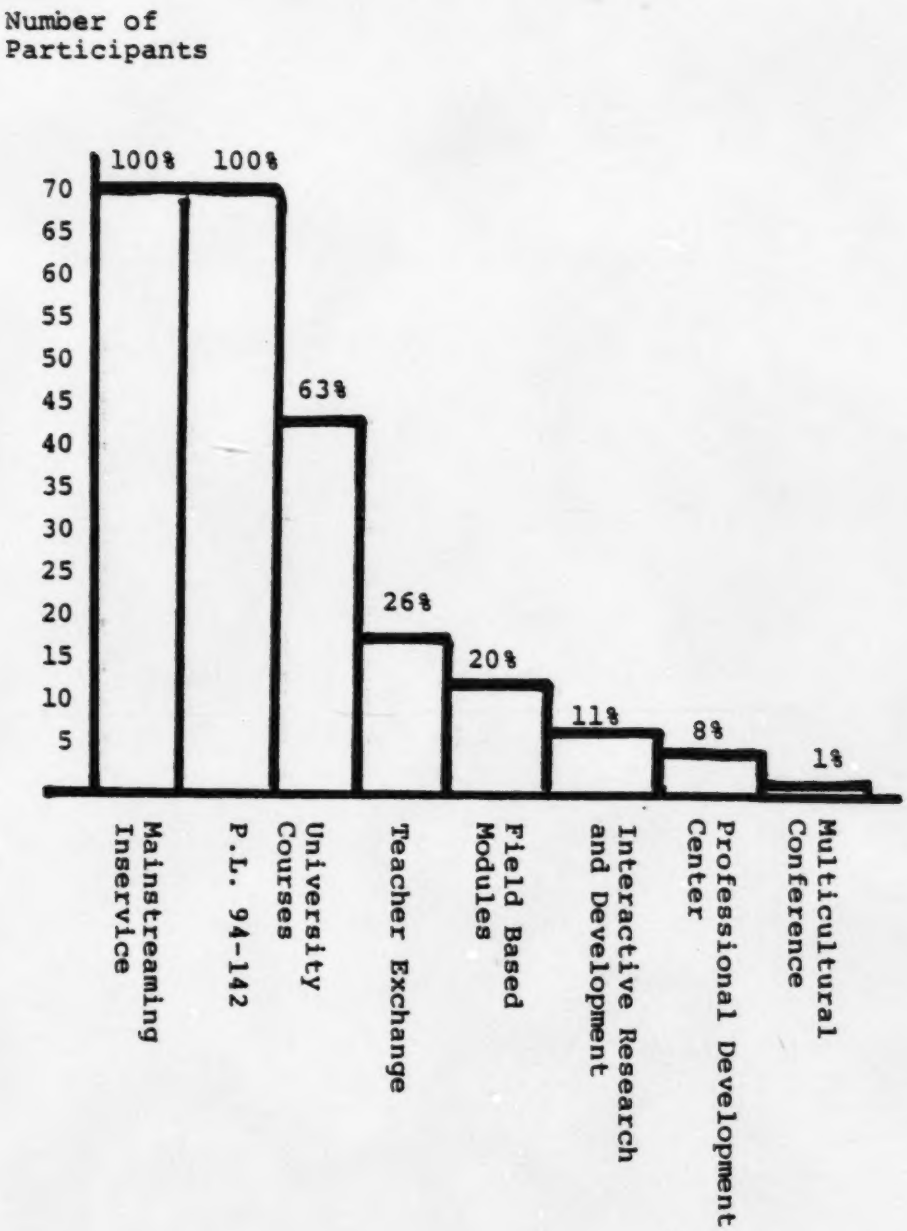
APPENDIX E: LEVELS OF PARTICIPATION



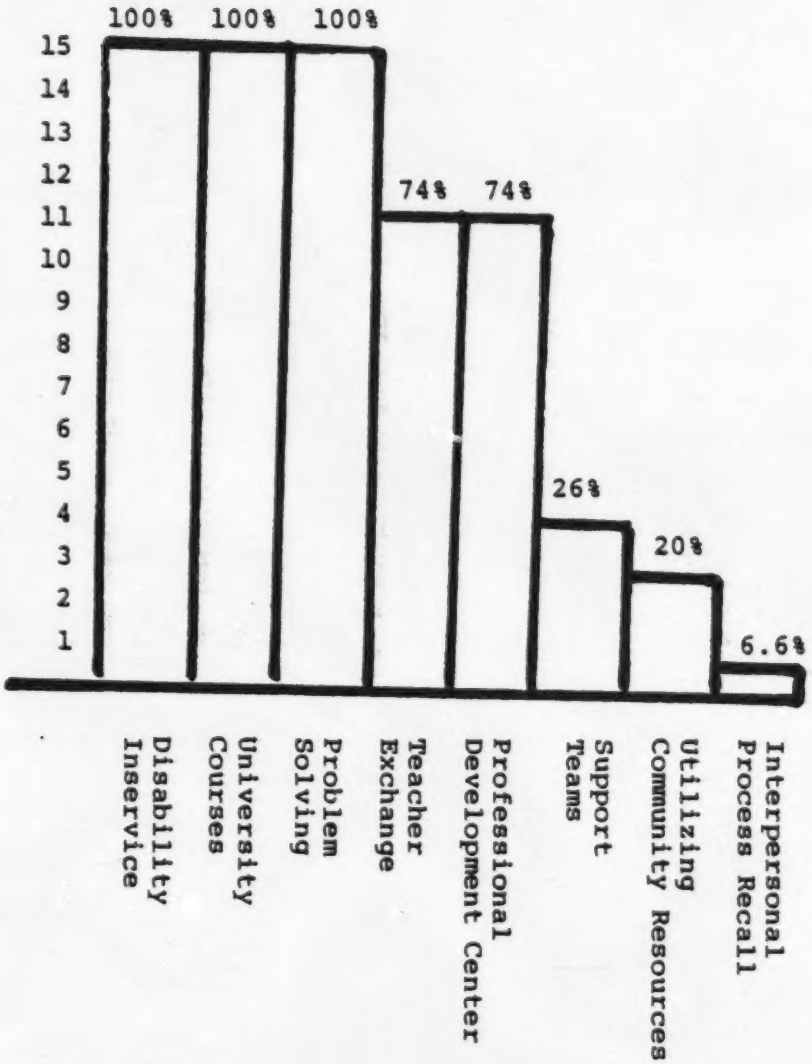
PARENTAL INVOLVEMENT IN COMMUNITY BASED EDUCATION

E-2

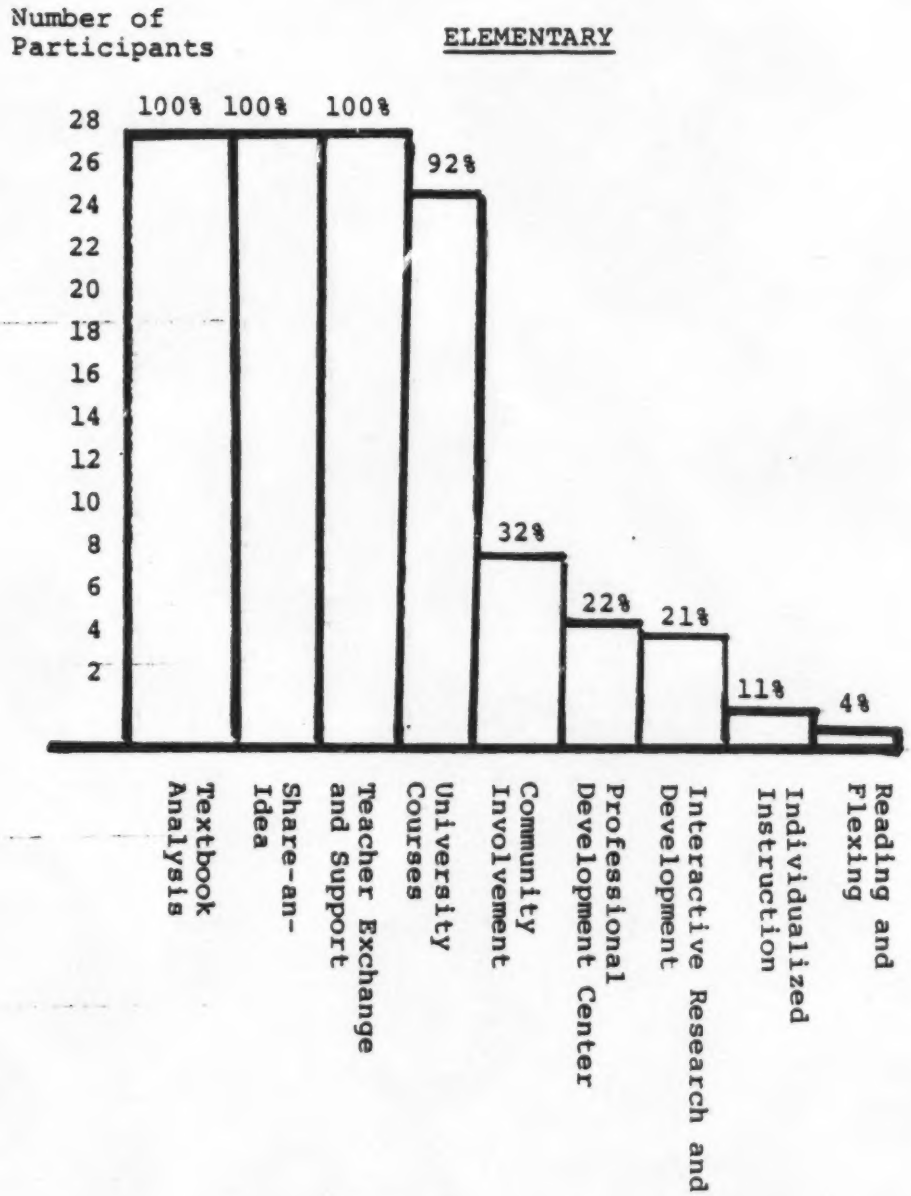
HIGH SCHOOL


Number of Participants
70
65
60
55
50
45
40
35
30
25
20
15
10
5
100%
100%
63%
26%
20%
11%
8%
1%
Mainstreaming Inservice
P.L. 94-142
University Courses
Teacher Exchange
Field Based Modules
Interactive Research and Development
Professional Development Center
Multicultural Conference

JUNIOR HIGH (Closed May of 1980)



The impact of the inservice program in terms of numbers and activities are charted as follows:



APPENDIX F: DISSEMINATION RECORDS

DISSEMINATION

Type	Title	Audience	Author/Presentor
UNIVERSITY COURSE	Interactive Research and Development	2 Shadow Schools (Alderson & Hutchinson) Central Office Consultants	
UNIVERSITY COURSE	Professional Development Center - Multicultural Education - Learner Variability - Diagnostic/Prescriptive Teaching	Abilene Independent School District Abilene Regional Service Center Central Office Consultants Center for Small Schools Council for Exceptional Children	
WORKSHOP	Education for Handicapped Children	District-wide	Nussbaum
WORKSHOP	Executive Session for PDC	Administrators, Community, University Faculty	
WORKSHOP	"PDC - A Promising New Vehicle for Development of Comprehensive On-site Professional Development"	State-wide Conference for School Administrators	O'Neal, McDonald, Wilcox
WORKSHOP	Collegial Assistance Program	Ten Texas Universities	Texas Teacher Corps Network, Deans Council - Skoog, Director

Type	Title	Audience	Author/Presentor
WORKSHOP	Peer Supervision	Ten Texas Universities (El Paso, Texas)	Skoog, Christian, Mehaffie, Ainsworth
WORKSHOP	"Futurism and Education"	State-wide conference for school administrators (San Antonio, Texas)	O'Neal
WORKSHOP	"Teacher Corps and In-Service Education"	State-wide conference for school administrators (San Antonio, Texas)	McDonald
WORKSHOP	Council for Exceptional Children	Regional Conference	Wilcox, Snyder, Wiebusch
WORKSHOP	"Research on the Relationship of Student Teachers and Cooperating Teachers"	District Teachers	Huling

Type	Title	Audience	Author/Presentor
PRESENTATION	"Effects of a Community Education Component on Parental Perceptions of the School"	American Education Research Association National Conference (Los Angeles, Calif.)	Nussbaum
PRESENTATION	"Anticipating the 80's and Early Childhood"	Regional Conference Midland, Texas	Nussbaum, Simmons, Lawrence
PRESENTATION	"Approaches That Work"	Regional (Denver, Colo.)	McDonald, O'Neal, Correll, Huling
PRESENTATION	"Organizational Development Strategies Applied to an Urban School System"	National Conference (Montreal, Canada)	McDonald
PRESENTATION	"Black English and Bidialectal Instruction. Implications for the Adult Educator"	Commission on Adult Basic Education Annual National Conference Houston, Texas	DeGuire
PRESENTATION	"A Multivariate Analysis of Reliability and Construct Validity of the CFK,Ltd. School Climate Profile"	Southwestern Educational Research Association Dallas, Texas	Johnson

Type	Title	Audience	Author/Presentor
PRESENTATION	Community Ed. Component of Teacher Corps	Citywide PTA March, 1980	Nussbaum
PRESENTATION	"Interactive Research and Development on Teaching"	Participants in Project for Minorities and Women in Research (Austin, Texas)	Huling
INSTRUMENT	Community Concerns Survey	- Laredo State University - Ben Bolt-Palito Blanco School Dist.	
INSTRUMENT	Teacher Needs Assessment	St. Edwards University Austin, Texas	
INSTRUMENT	Teacher Needs Assessment	Texas Teacher Corps Network University of Texas Austin, Texas	

Type	Title	Audience	Author/Presentor
PUBLICATION	Intern Handbook Welcome To The Jungle	Mid-west 1979 Projects (Toledo, Ohio) Western Mich. University	
PUBLICATION	"A Psychometric Investigation of the CFK, Ltd. School Climate Profile	ERIC 7-21-81	Johnson & McDonald
PUBLICATION	"A Sample School Climate Report Using the CFK, Ltd. School Climate Report"	Submission Pending	Johnson, Nussbaum, McDonald
PUBLICATION	"A Change Agent Training Model for Teacher Corps Community Council Members"	National (California Networker)	Juarez & Nussbaum
PUBLICATION	"Practical Aspects of a Community Council in the Process of Becoming a Change Agent"	National (California, Networker)	Nussbaum & Juarez
PUBLICATION	Community Council Election Process	Warwick, Bermuda; Ft. Collins, Co.; Selden,N.Y. Dalton, Ga.; Edmonton, Canada; Rockwell, M.D.; National Center for Community Education Flint, Mich.	Nussbaum

Type	Title	Audience	Author/Presentor
PUBLICATION	"Effects of a Community Education Component on Parental Perceptions of the School"	Arizona State University University of Toledo University of Michigan	Nussbaum
PUBLICATION	"A Sample Time Two School Climate Report Using the CFK, Ltd. School Climate Profile"	Submission Pending	Johnson, McDonald, Nussbaum
PUBLICATION	"P.L. 94-142 Field-based Model for Inservicing"	Submission Pending	Christian, McDonald, Johnson
PUBLICATION	"School Climate: Major Studies in School and Industry Point the Way"	National The California Networker	Reavis
PUBLICATION	School/Community Climate: Beyond Discipline	National (Published by Center for New Schools, Chicago, Illinois)	Huling (Ed.) Reavis, McDonald, Huling
PUBLICATION	1981 Community Services Directory	Region	Teacher Corps/United Way

Type	Title	Audience	Author/Presentor
PUBLICATION	Six-Step Guide to Developing and Implementing an Interactive Research and Development Project	Ten Texas Universities Far West Laboratory National Institute of Ed. UT Research & Development Center for Teacher Ed. Oakland University - Rochester, Michigan Teachers College - Columbia University Teacher Corps Project - Whitesburg, Georgia Univ. of Texas at Austin	Huling 1 copy to each of 6 who were instrumental in the first IR&D project, Far West Lab (Dr. Virginia Kohler, Dr. Lois-ellin Datta, Dr. Michael Cohen Dr. Ester Perry, Dr. Joe Vaughn, Dr. Nadia Bagenstos.)
PUBLICATION	"A Triangular Approach to the Improvement of Staff Morale"	National	Reavis, McDonald, Huling
PUBLICATION	"The Relationship Between High School Size, Student Participation in Co-curricular Activities and Student Alienation"	National Journal NASSP Bullentin	Huling
PUBLICATION	"Research on Successful Programs for Students in the Intermediate Grades"	National Journal American Middle School Education	Huling
PUBLICATION	Parent Volunteer Handbook	Parent Volunteer Program Director - LISD	

Type	Title	Audience	Author/Presentor
DISSERTATION	Evaluation and Implementation of a Community Education Component	ERIC University of Oregon National Center for Community Education National Community Clearinghouse University of Texas at Permian Basin University of Florida Virginia Polytechnic Institute and State University	Nussbaum
DISSERTATION	The Professional Development Center for Multicultural Education: A Case Study	ERIC	O'Neal
BROCHURE	"Interactive Research and Development" informative brochure	National	Huling
BROCHURE	PDC Staff Options	University Classes (Reavis Zintgraff, Christian, Beckner)	O'Neal, McDonald
BROCHURES	PDC Staff Option	New York University	
REPORT	Summary of Results of the Community Concerns Survey	Junior League of Lubbock	Nussbaum

Type	Title	Audience	Author/Presentor
PUBLICATION	Parent Volunteer Handbook	Prairieview A&M Prairieview, Texas Harwell Elementary LISD	
PUBLICATION	Tutoring - Some Basic Questions	-Region XX Educational Service Center San Antonio, Texas -ERIC -UNESCO's Education Development Center, Ammon, Jordan -University of Minnesota -University of Conn. Hartford Karntaka State, India	DeGuire
PUBLICATION	Two (2) projects included in Teacher Corps Projects At Work published by Far West Lab		
PUBLICATION	Teacher Corps Times	National	Huling (ed.)
PUBLICATION	"Teacher Corps Aiding Community" in Texas Tech football program	Regional	
PUBLICATION	"The Teacher Corps" in Texas Tech COE Red Letter	Regional	
PUBLICATION	Periodic items in Items of Interest to COE Faculty published by Texas Tech COE	College-wide	

APPENDIX G: REFERENCES

REFERENCES

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